



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

NOVEMBER 2025



MINISTRY OF EDUCATION
CAYMAN ISLANDS GOVERNMENT

**CAYMAN ISLANDS
FURTHER EDUCATION**

CENTRE

Cayman Islands Further Education Centre

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Office of Education Standards: Post16 Inspection Framework

In early 2025, the Office of Education Standards (OES) initiated the design and development of a new Post16 Inspection Framework to strengthen the evaluation of education and training provision across the Cayman Islands. Recognising the growing need for a robust, coherent, and contextually relevant approach, OES sought to create a framework that reflects the distinctive nature of post-compulsory education in the Cayman Islands. The aim was to ensure that inspection practices remain rigorous while being responsive to the diverse pathways, learner profiles, and outcomes that characterise this important phase of education.

This bespoke framework was developed to ensure cultural relevance, alignment with national educational standards and policies, and responsiveness to the evolving needs of learners. Importantly, it marks the first time that Post16 provision has been evaluated against standards and benchmarks designed specifically for this sector, enabling a more accurate, meaningful, and purpose-built assessment of post-secondary education. The framework was shaped by a local Post16 task force working collaboratively with three international consultants, ensuring that both local perspectives and global expertise informed the final design.

A central focus of the Post16 framework is ensuring curriculum breadth and relevance. It provides a structured approach for evaluating the range, depth, and suitability of academic, vocational, and technical pathways available to learners. This includes assessing the quality and currency of vocational qualifications and confirming their alignment with industry standards, labour-market needs, and emerging employment opportunities. The framework also places strong emphasis on the integration of employability skills, financial literacy, digital literacy, and other essential life skills, all of which contribute to preparing learners for the workplace and independent adulthood. The key objectives of this framework are to:

1. Promote high standards of teaching, learning, and leadership across all Post16 settings.
2. Ensure accountability through fair, transparent, and proportionate evaluation processes.
3. Highlight effective practice and support continuous improvement in provision and outcomes.
4. Align inspection criteria with national policy priorities and the needs of the Cayman Islands.
5. Enhance learner experience and progression, ensuring that all young people in the Cayman Islands are well prepared for further education, training, or employment.

Furthermore, the framework is designed to offer a balanced view of institutional performance while supporting providers to reflect on their practice, plan effectively, and drive continuous improvement. The new Post16 Inspection Framework was deployed on inspections conducted in the initial phase of the Cycle 4 Inspection Programme in November 2025, marking a significant milestone in advancing the quality, relevance, and accountability of Post16 education in the Cayman Islands.

School Information

General Information		
	Provider name	Cayman Islands Further Education Centre
	Address	73 Academy Way, Walkers Road
	Telephone number	1 (345) 949-3285
	Website	https://schools.edu.ky/cifec
	Name of principal	Mr. Mark Seerattan
	Date of this inspection	November 11 – 13, 2025
	Date of last inspection	October 24 – 26, 2022
	Number of learners on roll	239
	Age range of the learners	16 - 18
	Grades or year groups	Year 12
	Number of Caymanian children	186
	Number of children with additional learning support needs	48
	Number of EAL learners	15
	Largest nationality group of learners	Caymanian
	Main curriculum	Alternative Curriculum (CSEC, CAPE, BTEC, IMI, City & Guild)
	External tests and assessments	CXC (CSEC and CAPE) BTEC, City & Guild, IMI
	Accreditation	Accreditation includes examining bodies listed above
	Number of licensed teachers	20 (3 assistant teachers acted up to teachers)
	Number of teaching assistants	9
	Number of other staff	10
	Teacher-learner ratio	1:12
	Teacher turnover	10%

Context

The Cayman Islands Further Education Centre (CIFEC) is located at 73 Academy Way in George Town, Grand Cayman. It was established in 2010 in response to the Cayman Islands government's decision to restructure the government school system to include full high schools from Years seven (7) to eleven (11), with a separate programme for Year 12. Learners transition from the feeder schools, where they take their external examinations in Year 11, then move on to other institutions based on examination results. Learners who do not meet the academic requirement for dual enrolment are given the opportunity to continue their education with courses on offer at CIFEC, as well as re-sit some courses to improve their academic qualifications. Based on the needs of the wider community, technical and vocational courses are on offer to learners, providing additional pathways for learners. Courses fall in the Level 1, 2, and 3 categories based on accreditation set by the Ministry of Education and Training in the Cayman Islands.

Sixty percent of the school week provides in-class instruction, with the remaining forty percent (given to work placement, aligned as closely as possible to learners' career development interests. The feeder schools for CIFEC are Clifton Hunter High School, John Gray High School, Layman Scott High School, and Lighthouse School. Except for Lighthouse School where a different criteria is required, learners formally graduate from these high schools at the end of Year 12, with many learners using Year 12 to meet some of the graduation requirements such as community service and improving their academic criteria category.

In January 2025, staff and learners moved to their new site on Academy Way in George Town. Some practical subject workshops were still unavailable, and staff and learners had to continue with their practical activities in those subjects off site or use temporary facilities. Staff were able to successfully complete almost all courses at the end of the school year, with two courses completed by the start of the school year. For the start of the 2025-2026 school year, most facilities were in place, with Construction and Motor Vehicles workshops still unavailable. Additional infrastructure has been added to the site, which includes some health and safety measures to create a safer environment for staff and learners.

Overall Judgement History

Cycle 1 Inspection	February 2020	Satisfactory
Cycle 2 Inspection	October 2022	Satisfactory
Cycle 3 Inspection		N/A
Cycle Inspection 4	November 2025	Good

Next Steps

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

Post16 Performance Summary

Performance Standard 1 Helping our learners to achieve in key areas of their learning		
Quality Indicator	Post16 Inspection Judgement	Change
1.1 Attainment	Good	↑
1.2 Progress	Good	↑

Performance Standard 2 Promoting our learners' personal and social development		
Quality Indicator	Post16 Inspection Judgement	Change
2.1 Personal, social and employability skills	Good	→
2.2 Civic and environmental understanding	Good	→

Performance Standard 3 Ensuring effective teaching to support learning		
Quality Indicator	Post16 Inspection Judgement	Change
3.1 Teaching	Good	↑
3.2 Learning	Good	↑
3.3 Assessment	Good	→

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

Quality Indicator	Post16 Inspection Judgement	Change
4.1 Curriculum quality	Good	↑

Performance Standard 5 Keeping our learners safe and always supported

Quality Indicator	Post16 Inspection Judgement	Change
5.1 Health and Safety	Satisfactory	→
5.2 Support and Guidance	Good	↑
5.3 Supporting learners' emotional well-being	Good	N/A

Performance Standard 6 Leading and managing our provision and engaging the community

Quality Indicator	Post16 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 Engagement with parents and the community	Good	↑
6.4 Staffing and the learning environment	Satisfactory	↑

What the School Does Well

1. Learners' attainment across a range of TVET subjects was good, and excellent in several areas.
2. Teaching was consistently good across all subjects.
3. The Centre provides a wide-ranging curriculum that meets the needs of its learners.
4. A positive, inclusive learning environment fostered mutual respect between adults and learners. Consequently, learner well-being was effectively supported.
5. Strong partnerships with a large network of local businesses ensured all learners were able to access high-quality work placements.
6. Senior and middle leaders have worked effectively together to implement recommendations from the previous inspection resulting in improved outcomes.

Recommendations

1. Raise attainment in CSEC mathematics re-sit by more effective use of diagnostic testing and personalised feedback.
2. Increase the proportion of good and excellent teaching by using the newly introduced instructional coaching method.
3. Implement targeted strategies to raise attendance and improve punctuality.
4. Improve the quality of the learning environment by completing and making available workshop areas within this academic year.

Inspection Findings

Performance Standard 1 Helping our learners to achieve in key areas of their learning		
Quality Indicator	Post16 Inspection Judgement	Change
1.1 Attainment	Good	↑
1.2 Progress	Good	↑

Attainment

Attainment was good overall in TVET qualifications. Most learners achieved a passing grade in Level 2 courses. In many courses, such as Art & Design, Business, Hospitality, Health & Social Care and Information Technology, attainment was excellent with most learners achieving a higher grade in those courses where merit or distinction outcomes are possible. Most learners achieved a passing grade in Level 1 courses with most also achieving a higher grade where possible. Attainment in Hospitality at Level 1 was excellent. In the few Level 3 qualifications, a majority of learners achieved a passing grade and a few learners achieved a higher grade. A majority of learners achieved a passing grade in the English CSEC qualification re-sit and a minority achieved a passing grade in the mathematics CSEC qualification re-sit.

In lessons, most learners demonstrated attainment well-aligned to expected grades. In a Level 2 Information Technology lesson learners used the stimulus of a humorous TV commercial to create a digital communication plan for an island music outlet. In a Level 2 Sport lesson, learners effectively performed a client consultation including pre-testing in preparation for a fitness test. In mathematics, learners successfully performed calculations relating to shopping budgets. Attainment in lessons was evidenced through discussion, engagement with practical equipment and written tasks. Students with additional learning needs including special educational needs had good achievement in a range of courses.

Attainment for the majority of UCCI dual entry learners was good and almost all successfully completed their courses.

Progress

Progress was good overall across almost all subjects. The quality of project work in lessons aligned with expectations for a passing grade or better. The development of knowledge, skills and understanding was a good match to trajectories expected within courses. In technical drawing, construction, motor vehicle studies and hair & beauty, which learners have not experienced in High School, progress from starting points was particularly noteworthy. Learners were developing techniques for facial massage as a result of skilful teaching in a Level 1 Hair & Beauty lesson. In a Level 1 Construction lesson, learners described, in technical language, the principles of operation of light switch circuitry. Good progress in work placements was evidenced from learners and employers and this experience helped learners in their decision-making regarding potential Post 18 destinations. Almost all learners made good progress in a Level 1 Work Skills class, focusing on verbal and non-verbal communication. The teacher effectively enabled learners to create a collaborative definition of the term 'communication'.

Areas for development

- Improve attainment in CSEC mathematics.
- Improve progress in mathematics by a greater focus on diagnostic assessment and personalised feedback, including the use of the online learning platform.

Performance Standard 2 Promoting our learners' personal and social development

Quality Indicator	Current Inspection Judgement
2.1 Personal, social and employability skills	Good
2.2 Civic and environmental understanding	Good

Personal, social and employability skills

Personal, social and employability skills were good. All learners experienced strong, supportive and mutually respectful relationships with staff that promoted effective learning and personal growth. Most learners met the expectations on dress code and followed classroom routines which created a purposeful, calm learning environment that supported good outcomes. Most learners enjoyed positive relationships with their classmates and demonstrated confidence in presenting and leading class activities. For example, in art & design a learner led a 'Notan design' session, which explored the Japanese concept of harmony between light and dark. As a result, the class produced striking, visual pieces. Staff offered timely, individualised feedback and guidance to learners. As a result, most learners acquired the necessary key interpersonal skills required for workplace success. Furthermore, in most lessons learners gave and received constructive peer to peer feedback. Employability skills were effectively embedded throughout the provision, through targeted careers guidance and well managed work placements. Most learners used digital resources well to complete tasks in lessons. For example, in health and social care, learners used Microsoft Teams and laptops to independently research the influences and barriers to following a healthy lifestyle. However, independent research skills were not fully embedded across the curriculum. Attendance was steadily improving.

Civic and environmental understanding

Civic and environmental understanding was judged good. Most learners showed a keen sense of civic responsibility and were increasingly active citizens contributing positively to the life of the Centre through leadership roles within the Student Council and Prefect systems, and through the completion of community service projects within the wider community. Notable examples included volunteering with the Veterans Association to distribute poppies for Remembrance Day, fundraising for Breast Cancer Awareness and participating in the restoration of antique furniture at Pedro St James. Almost all learners demonstrated a mature appreciation of the importance of Christianity, expressed through respectful, learner-led devotions during assembly and tutorials. Recently learners led collective prayers and reflections offered for families affected by the recent hurricane in Jamaica. Most learners had a strong understanding of Caymanian history and traditions, with heritage month, in November, celebrated annually. In lessons, learners participated in activities related to Caymanian culture and heritage; for example, hospitality lessons examined local tourist attractions and services as real-world case studies; art & design projects produced Caymanian-themed works for a local exhibition. A minority of learners engaged in thoughtful, mature discussions on topical civic issues such as the recent elections and proposed immigration reform. The provision also created opportunities to celebrate diversity through Culture Week and Hispanic Month. Whilst pockets of strong practice exist regarding environmental awareness, such as learners taking part in beach clean-ups, establishing the nurture group's garden and promoting recycling and reuse, these

initiatives were not yet consistently embedded across the provision. Additionally, persistent littering demonstrated that learners were not yet fully accepting regular responsibility for caring for their immediate environment.

Areas for development

- Further empower learners to take greater ownership of their learning and to build the independence, initiative, and resilience needed for sustained career success.
- Embed conservation and sustainability practices across the provision.

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

Quality Indicator	Current Inspection Judgement
3.1 Teaching	Good
3.2 Learning	Good
3.3 Assessment	Good

Teaching

The quality of teaching was good. Leaders introduced an instructional coaching model that identified and shared best practice across all subjects. The advice shared by experienced practitioners had already secured impact and improved the quality of teaching. Most teachers demonstrated secure subject knowledge of their courses. Several newly appointed specialists with recent industrial and commercial experience taught workplace skills such as creative media that enhanced learners' knowledge of film and photography. Lessons were effectively planned and adapted so most learners received appropriate levels of challenge and support. Teachers' questioning skills effectively gained responses but lacked the incisive probing needed to extend learners' explanations. Teachers presented carefully prepared information that engaged learners' interests such as mathematics related to financial planning, budgeting and personal banking. Teachers planned practical activities or collaborative group work, often within tasks related to real-life experiences. In a Work Skills lesson learners improved the accuracy of monetary calculations in activities based on buying and selling in a restaurant and shop environment. In a few lessons, teachers planned opportunities that encouraged learners to think deeply and explore complex ideas. All teachers incorporated regular assessment of learners' understanding to address misconceptions. In a Level one construction lesson on electrical circuits the teacher used probing questions to check the extent of learners' prior knowledge and understanding. The most successful lessons were taught at pace where time was used effectively. A few teachers did not always adapt their lessons to learners' knowledge and were slow to move learning forward. Additional adults supported teachers effectively, often co-teaching and providing feedback that helped learners to improve their work. Teachers promoted active learning through opportunities for learners to lead parts of the lesson or assist their peers.

Learning

The quality of learning was good. Learners' engagement in their studies was evident because most were confident to work independently yet appreciated and used the guidance they received to improve their work. Teachers encouraged them to become active learners, ask questions and find out things for themselves. In mathematics, a new pilot study allowed learners to practise similar questions to those in the CXC examination where the level was adjusted to personalise learning for individuals. Practical learning was both popular and successful. Learners benefited from practical activities or collaborative group work, often within tasks related to real-life experiences. Learners in a technical drawing lesson made connections between isometric and orthographic drawings using Autocad software. They used critical thinking and a

solution finding approach to establish how their drawings translated to real life applications. Most courses incorporated the use of IT for research but also to create portfolios that were submitted to accreditation boards. Opportunities to work collaboratively in groups, observe others and suggest improvements were gained both in CIFEC and work experience placements. In a motor vehicle studies lesson, learners used a cutaway working model of a real car's braking system to explain to each other how the main mechanical components including pedal, master cylinder, pistons and brake booster supported the integrated functioning of the hydraulic system. These skills prepared learners for further study or work within local industries. Throughout the academic year, learners were able to debate topical issues and contribute their knowledge in tutorials. Learners' creativity was acknowledged by Central Cayman Marine Institute which commissioned CIFEC artists to design their commercial posters with locally inspired illustrations that supported their aim.

Assessment

The overall quality of assessment was good across the Centre. Data related to outcomes from High School qualifications was used to determine suitability and aptitude for entry on to Post16 courses. Diagnostic testing was carried out in English and mathematics at the beginning of the course. This enabled teachers to plan for profiles and sequences of work focused on gains needed to be made in specific areas of learning in order to achieve an improved grade in examination re-sits. Regular informal assessment in vocational courses offered helpful feedback to learners about progress and end of unit assessments supported predictions for final grades. Written reports to parents used Attitudes to Learning (ATL) to demonstrate commitment and progress in studies. A combination of data points was used to enable predictions about final outcome gradings but such predictions have proved to be inaccurate and unhelpful indicators for actual grades. Internal verification procedures were consistently applied across subjects with appropriate supporting documentation and external verification summary analysis from examination boards confirmed that assessment processes are accurate and secure.

Areas for development

- Build on teachers' questioning techniques to deepen learners' thinking and extend their answers.
- In lesson observations, identify where the pace is slow and learners' rate of progress is affected. Use the coaching model to make pace a focus.
- Plan more opportunities for learners to think critically and apply their learning to new situations.
- Increase the level of learners' spoken language in debates, expanded explanations and opportunities to present their work to others across a wider range of subjects.

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

Quality Indicator	Current Inspection Judgement
4.1 Curriculum quality	Good

Curriculum quality

The curriculum was good. The curriculum review identified the need to increase the number of Level 1 and 2 courses in sport, hair and beauty alongside existing BTEC and City and Guild accredited subjects. External companies brought their expertise to deliver courses in hair and beauty, motor vehicle studies and creative media including film and photography. Learners requested a Level 2 continuation of their high school courses in family and resource management and technical drawing. The popular leadership and management course was strengthened with greater emphasis on Microsoft Office and has been added to the syllabus. Learners who entered with high grades in English language progressed to the new Communication Level 3 course which provided an excellent pathway to higher education. Others had the opportunity to improve their English and mathematics outcomes by re-entering to achieve higher grades. From October to April, every learner was given a work placement matched to their interests and ambitions. The careers advisors carefully monitored the placements and worked closely with a large number of local businesses to maximise opportunities for every learner. Successes were celebrated when companies employed learners whose skills matched their needs. CIFEC was keen to match courses to the island's needs and main industries such as nursing and hospitality to target purposeful employment opportunities. The careers guidance programme was thorough and supported transition into and beyond the Centre. Learners practised their interview techniques and gained insights into financial literacy through sessions led by staff from local companies. Opportunities for co-curricular activities are limited by facilities but boosted by wider experiences gained in work placements.

Areas for development

- Increase learners' opportunities in the co-curricular offer, particularly in the arts and creative curriculum.

Performance Standard 5 Keeping our learners safe and always supported		
Quality Indicator	Post16 Inspection Judgement	Change
5.1 Health and Safety	Satisfactory	→
5.2 Support and Guidance	Good	↑
5.3 Supporting learners' well-being	Good	N/A

Health and Safety

Health and safety arrangements were satisfactory. Leaders placed emphasis on health and safety, and all members of the school community understood their responsibility for maintaining a safe environment and ensuring the wellbeing of learners. The school met regulatory requirements, including those related to fire safety (fire passes and drills) and child protection training. Robust security and access control procedures were effectively implemented to manage visitors and contractors on the premises. Record keeping was thorough and policies and procedures were comprehensive, easily accessible, and well understood by all staff, volunteers, and work placement participants. Learners received guidance that helped them develop an age-appropriate understanding of good health and safety practices, and learner survey findings indicated that most learners felt safe and supported within the school environment. An observed lesson during the inspection focused on health and maintaining good hygiene practices, such as caring for your skin, washing your hands effectively and understanding why this is important. The lesson also highlighted the importance of sleep and its connection to mental health. Not all learners disposed of litter responsibly. Regular and thorough risk assessments were conducted, covering curriculum activities, educational trips and workshop sessions, ensuring that safety remained a consistent priority across all aspects of school life.

Support and Guidance

Support and guidance was good. The school had well-established transition and integration processes that effectively supported most learners to quickly gain confidence and develop a strong sense of belonging within the educational environment. These included: comprehensive orientation and induction sessions that familiarised learners with key aspects of the Centre's life, such as institutional rules and regulations; work placement expectations; well-being initiatives, and safeguarding procedures. Learners' needs were identified promptly through systematic data tracking and teacher observations, ensuring that assessments adopted a holistic approach by considering academic, social, and emotional factors, rather than focusing solely on attainment data. The School-Based Support Team (SBST) comprising the Counsellor, SENCo, school inclusion specialist and educational psychologist, met monthly to review learners' progress and address any emerging concerns. Despite a high case load, these meetings ensured timely and coordinated interventions, which resulted in improved learner well-being, engagement, and academic achievement. Learners with Additional Learning Support Needs (ALSN), including those with SEND, were viewed as capable learners, with a strong emphasis placed on their strengths, independence, and potential, reflecting the school's strengths-based approach. Additionally, learners' progress, attitudes,

and attendance were closely monitored to provide meaningful and targeted support that promoted both academic achievement and career readiness. The school's improvement plans appropriately reflected SEND priorities, ensuring that inclusion and support remained integral to its strategic direction. The strong and well-coordinated provision for students with additional learning support needs including special educational needs has ensured that most learners make sustained and meaningful progress, achieving outcomes comparable to those of the wider student population.

Supporting learners' well-being

Support for learners' emotional wellbeing was good. At the time of the inspection, CIFEC had served a high proportion of learners with special educational needs, including a significant number with social, emotional and mental health (SEMH) needs. Learners' educational and personal well-being was a central focus for staff, who knew their learners well. Nurturing, supportive relationships between staff and learners promoted a positive school experience. Relevant staff were trained in well-being and mental health and applied this expertise effectively to strengthen learners' emotional resilience and overall development. The school tracked monthly Attitude to Learning reports, enabling early identification of both high-performing learners and those requiring additional support. This approach ensured that timely and targeted interventions were implemented to enhance learning outcomes. Learning support classes and nurture groups were established for learners identified as being at risk of struggling in mainstream classes. These provisions proved highly effective in providing a safe, supportive environment that improved learners' engagement, confidence, and overall academic progress. The school also had a clear anti-bullying policy published on its website, demonstrating its commitment to learner safety and well-being. The introduction of drop boxes at various points across the campus allowed learners to raise concerns anonymously. These initiatives strengthened learner voices by providing learners with safe, confidential channels to express concerns and contribute to a culture of respect, inclusion, and mutual support.

Dual Entry students at UCCI had access to CIFEC's Pastoral Team; however, there was potential to strengthen the structure, consistency, and communication surrounding their pastoral care. While they benefitted from occasional workshops on mental health and wellbeing, these sessions required greater structure and regularity in order to embed learning, sustain impact, and ensure that all students received timely and coherent support.

Areas for development

- Strengthen the Centre's focus on healthy lifestyles and wellbeing.
- Further improve staff capacity through targeted training on LSPs to ensure learners with learning support needs receive consistent and effective support during lessons.
- Further develop and enhance activities that promote learners' physical health, emotional well-being, creativity, and social interaction.

Performance Standard 6 Leading and managing our provision and engaging the community

Quality Indicator	Current Inspection Judgement
6.1.1 Leadership	Good
6.1.2 Leading and supporting emotional well-being	Good
6.2 Self-evaluation and improvement planning	Good
6.3 Engagement with parents and the community	Good
6.4 Staffing and the learning environment	Satisfactory

Leadership

Leadership was good. Senior leaders complemented each other well and had a clear understanding of their strengths in teaching and the curriculum. Leaders had been very effective in addressing almost all of the recommendations from the previous report. For example, they had significantly improved the sharing of information between the Centre and UCCI. They had been highly effective in navigating the challenges surrounding moving to a new site and staff fully appreciated the support they had received from leaders. It is a testament to leaders and teachers' resilience and commitment that outcomes last academic year were better than in previous years. Leaders acted quickly when teaching required strengthening in specific curriculum areas, for example in hair and beauty. Leaders had ensured that there was a positive learning environment throughout the Centre built on the mutual respect between learners and staff. Leaders ensured that learners received individual guidance and were supported by focused transition arrangements. Consequently learners were placed on courses suitable for their needs and career aspirations. The collection and analysis of learner examination results on entry into Year 12 provided essential entry criteria for learners doing courses at the various levels at CIFEC, whether Level 1, 2 or 3. Leaders ensured that staff were well supported to develop professionally and there was a detailed training programme in place, including a coaching model focused on improving teaching. Governance of CIFEC was increasingly effective and comes from the Department of Education Services (DES) who provided support and advice to help the Centre continue to improve.

Leading and supporting emotional well-being

Leading and supporting emotional wellbeing was judged as good. The Director and the senior leadership team valued diversity and viewed inclusion as a shared responsibility among all staff. Leaders demonstrated a strong commitment to promoting inclusion, equity and well-being across the school community. During the 2024 to 2025 academic year, staff professional development focused on key areas such as the Cayman Islands Code of Practice, Trauma-Informed Classrooms, Understanding Autism, ADHD and Executive Functioning, Strategies to Support Social, Emotional and Mental Health, SEND Strategies Across Phases, and Suicide Prevention. Training sessions were delivered by qualified professionals, including the school counsellor, educational psychologist, SENCo, and School Inclusion Specialist, ensuring high-quality, evidence-based learning. Additionally, all staff were enrolled in the CIFEC Hub for online STEPS training and completed the 'Mental Health and Wellbeing' module and one additional

module of their choice. These initiatives strengthened staff capacity to support learners' well-being, integrate inclusive practices, and improve learners' academic, social, and emotional outcomes.

Self-evaluation and improvement planning

Self-evaluation and improvement planning was good. The Centre's self-evaluation was closely aligned with the new Post16 framework and had improved in most areas since the previous inspection. Senior leaders knew the Centre's strengths and the areas needing further development. Leaders analysed internal assessments and external examination results closely and regularly observed lessons. Almost all of the judgements in leaders' self-evaluation were accurate and backed up with carefully selected and relevant evidence, for example, the SEF addressed each of the recommendations from the previous inspection and indicated the appropriate strategies that had been in place to address them. Middle leaders were increasingly involved in producing the SEF and learner voice also provided a valuable contribution to the process. Leaders' improvement planning was good and clearly identified key priorities moving forward. The plan was concise and sharply focused with clearly defined responsibilities and time scales. For example, there was a focus on training teachers to make better use of learning support plans. There was an effective teaching and learning evaluation process in place to review practice in the classroom. Even with challenges the Centre faced during 2024-2025, there was overall improvement seen with no teachers judged as weak. Continuous coaching in areas such as questioning, pacing, use of LSPs and the assistant teachers has made an impact on teaching and learning. Learner feedback has been very positive regarding their learning in lessons, especially in the non-resit courses.

Engagement with parents and the community

Engagement with parents and the community was good. There was a well-established WhatsApp group for parents, which was used extensively to ensure that parents were kept up to date about their children and events at the Centre. For example, parents promptly received a notification advising them of the date on which the January resit results would be accessible online. There were good links with the community and 85 local businesses that provided high-quality work placements for learners. Also, most vocational subjects had appropriate links with local businesses and organisations. For example, the health and social care department has good links with the Health Service Authority. Attitude to Learning reports were sent home on a monthly basis, with progress reports and parent evenings held on a termly basis. Individual parent meetings were held during the year, especially for learners not meeting expectations, or were behind in their coursework or for whom there were behavioural concerns. There were strong links with Fire Services, Royal Cayman Islands Police Services, various water sports companies, different denominational churches. Service based groups such as the Optimist Club, Key Club and Rotary Club provided opportunities for learners to engage in and promote activities within the community, such as providing food hampers. This year CIFEC partnered with the Workforce Opportunities and Residency Cayman (WORC) to provide a bridge for learners who, through the CIFEC survey on next steps after Year 12, indicated 'Looking for a job after Year 12' or 'not sure what to do after Year 12' to provide support and guidance on seeking jobs.

Staffing and the learning environment

Staffing and the learning environment were satisfactory. All staff were suitably qualified and in some vocational areas such as hair and beauty, staff were professionals still working in the sector which ensured that learners were taught the most up to date professional practice. Teaching assistants were all qualified teachers which enhanced the quality of teaching in some lessons for example, in motor vehicle studies. There was a dedicated career services team that led the work placement programme which learners accessed two days a week. In January 2025, CIFEC moved to the present site, after a number of delays resulting in teaching and learning taking place in temporary accommodation, including a church. The move has resulted in improved facilities since the previous inspection and classrooms were spacious and well-equipped. Practical areas were more modern with updated equipment in place. However, practical spaces in Construction, Electrical and Automotive were not fully in place, and as a result temporary solutions had been sought. Although there were two covered spaces where learners could socialise, there were no clearly defined study spaces or library.

The UCCI campus now had a dedicated manager and an additional staff member assigned to support DE student services. As a result, the provision for Dual Entry students had become more structured and better coordinated, although staffing levels at the time were still not yet optimal. However, during the inspection, it was announced that a dedicated Careers Advisor had recently been appointed in order to support the needs of dual entry learners who follow Level 3 vocational courses and one-year foundation degree courses. This increase in staffing was expected to provide more coherent oversight of day-to-day pastoral and academic support, enabling the team to respond more effectively to students' needs. Also, there were plans to expand the facilities for dual entry learners as the current space was inadequate. Learners had also highlighted this as an area for development in the survey.

Areas for development

- Provide additional continuous professional development for middle and senior leaders to strengthen their strategic planning for the future.
- Strengthen the curriculum so that emotional well-being, wellness, and mental health, including learner-led initiatives, are fully integrated throughout both sites.
- Build on the work already done involve staff and learners in the self-evaluation process.
- Reestablish the Friends of CIFEC group to increase opportunities for staff and community members to be involved in the life of the Centre.
- Ensure that, as a matter of urgency, all building works are completed, in particular the MVS and construction workshops.
- Explore ways to improve social and study areas for learners at both CIFEC and UCCI.

Summary of Learner, Parent and Staff Survey Results

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

Learners	185	Parents	79	Staff	30
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Learners

The survey had a high response rate. Overall, learner satisfaction was strong across most areas, with very high levels of agreement on lesson engagement, teacher support, and clarity of expectations. Almost all respondents agreed that lessons were engaging and helped them make good progress in most aspects of their learning. Similarly, almost all learners indicated that they received helpful feedback to improve their work. Most respondents felt that learners typically demonstrated good behaviour. Learners also overwhelmingly agreed that they had opportunities to develop leadership and teamwork skills and were encouraged to develop independence and take responsibility for their work. Most respondents felt they knew where to go if they needed support with their wellbeing or mental health and that they felt safe and supported at the Centre. Most also agreed that learners with additional learning needs or special educational needs would receive the right support to help them make progress.

Almost all respondents commented that the careers advice and guidance they received was relevant and useful. Most felt that the facilities and resources supported their learning effectively, and that communication from staff about expectations and deadlines was clear. Most learners also noted that they had access to a good range of extra-curricular activities and regular opportunities to learn from the wider community. In the open-response section, many respondents identified the Centre's small class sizes and the caring, supportive teachers as key strengths. Others suggested areas for improvement, including the canteen, food options, and the need for repairs to some facilities.

117 learners at UCCI DE responded to the survey. Survey responses were largely positive across most areas of the provision. Learners reported that lessons were engaging and supported good progress across their subjects and courses, and that the behaviour of their peers was generally good. They felt they received feedback that helped them develop their work and were encouraged to build independence and take responsibility for their learning. Most respondents (70%) indicated that they felt safe and supported at school and knew where to seek help with wellbeing or mental health concerns, although a significant minority (30%) did not share this view. The majority also agreed that, where additional learning or special education needs existed, the support provided helped them make progress. Students described the careers advice and guidance as relevant and useful and felt that the facilities and resources available effectively supported their learning. They also reported that communication from staff regarding expectations and deadlines was clear, and that they had access to a good range of opportunities to learn from the wider community. In response to the open comments, students shared the following: "As a student coming from high school I thought that our professors wouldn't care about us missing classes and submitting assignments late but they do care and help a lot when we need help"; "Our lecturers are very dedicated and supportive, always willing to help students succeed". Others wrote positively about the variety of courses on offer and the care and support from the Manager and her assistant. Students also highlighted areas for improvement such as improved space and sporting activities. Overall, learners expressed satisfaction with their Post16 experience.

Parents

Overall, the **CIFEC Post16 Parent Survey** indicated that almost all parents were satisfied with the overall provision, with most reporting that their children were happy, safe and well supported. Almost all parents praised the quality of teaching, the breadth of the curriculum and the relevance of careers advice, with most confirming that learners had received regular feedback and were well prepared for future pathways. Leadership and communication were also highly regarded and almost all parents felt enrichment opportunities were valuable. However, a minority expressed uncertainty about support for learners with additional needs, and a minority had raised concerns about premises maintenance and feedback consistency. Parent comments had further reinforced strengths in teaching, leadership and career preparation, with particular appreciation for the internship programme, small class sizes and staff responsiveness. Nonetheless, a significant minority had highlighted weaknesses in facilities, food hygiene and the range of vocational subjects, while a minority had noted concerns around behaviour management, inclusion for neurodivergent learners and transport access.

Thirty-one parents completed the survey. Feedback from **UCCI Dual Entry parents** similarly reflected a highly positive view of the provision. Almost all parents reported that their child was happy and settled, with all agreeing the school provided a safe and supportive environment. Almost all praised teaching quality, curriculum breadth and careers guidance and most had confirmed effective feedback and preparation for next steps. Leadership and communication were well regarded, though a significant minority had felt SEN support lacked visibility. A minority raised concerns about facilities, enrichment breadth and tutorial space. Comments also suggested improvements in email clarity, parental engagement, work experience opportunities and age-appropriate learner grouping. These findings indicated a well-led, supportive environment with clear strengths and targeted areas for development.

Staff

Thirty staff members participated in the survey which reflected their highly positive views. There were many strengths in the results, including all staff reporting that learners' attitudes were ambitious and opportunities to learn within the Centre and wider community were beneficial. All staff commented on the Centre's personalised support for learners and its highly appropriate vocational skills-led curriculum that included work experience. Almost all staff said the Centre's environment reflected a well-led learning community with learners' best interests at heart. Almost all staff felt valued because their well-being was equally considered alongside that of learners whose pastoral needs were given the greatest care. Professional collaborative partnerships across different subjects ensured learners' skills and knowledge were firmly embedded in the curriculum. Staff felt parents were equal partners when determining learners' needs and developmental pathways. Teachers said the professional development offered to them contributed to high quality teaching for all learners. There were no strong areas of concern to staff. The standout feature was the pride staff expressed because they provided all learners with opportunities to gain employment or fulfil their personal aspirations. Most staff were complimentary about the strength of the school's leadership and the place of the school within the local community. A few teachers felt the workshop facilities for technical and vocational learning needed expansion and some additional support for learners who spoke English as a second language. Similarly, a few teachers suggested that many learners would benefit from an extended course of study over two years.

As UCCI DE had fewer than ten staff members, survey results for this group are not reported to protect confidentiality.

What Happens Next?

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

This should consider and address:

- the recommendations identified within this report;
- areas identified by the school as requiring improvement;
- other external reports or sources of information that comment on the work of the school.

Further Information

Inspections of Educational Institutions in the Cayman Islands

As determined by the Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each educational institution and also to provide rigorous, impartial and comprehensive information to parents, government officers and to Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each educational institution for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication 'Successful Schools and Achieving Students 2' (Cayman Islands Government, October 2020) is the tool which is used by inspectors when they visit compulsory educational institutions while 'First Steps to Success: Nurturing Environments and Thriving Children' (Cayman Islands Government, October 2023) is used by inspectors when they visit early childhood settings. Educational institutions also use the respective inspection framework(s) to review their own work.

Inspection frameworks are a central feature of different educational institution evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:

- Indicators create a **consistent vocabulary and reference point** for a conversation with educational institutions regarding the major determinants of educational success.
- Exemplars provide educational institutions with clarity regarding expected standards of provision.
- The indicators can be used by educational institutions for **self-evaluation purposes** and can be linked to improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables settings to see inspection as a **transparent** process.

Judgements

The inspection framework is organised around judgements using a four-point scale. The four levels are defined as follows:

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

Consistency in Quantitative Terminology

Inspectors use quantitative terms in reports, as follows:

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

The Office of Education Standards

Who Are We and What Do We Do?

The Office of Education Standards is part of the Portfolio of the Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to Contact Us

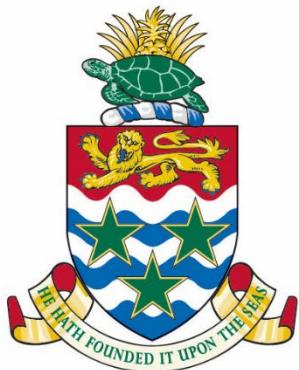
You can contact us using the following e-mail address: adminOES@gov.ky

Where to Read our Reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications: www.oes.gov.ky

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Team Inspector	Jo Jones	International Inspector
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Team Inspector	Suzanne Goodwin	Inspector, OES



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