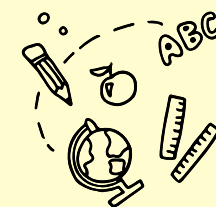




Interim School Audit Summary

Cayman Prep and High 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.

Audit Dates	11 - 12 November, 2025	Age range	4-19 Years
Director/Principal	Director: Ms. Debra McLaughlin; KG & Primary: Ms. Sacha Strand; High & Post: Mr. Karl Murphy	Number of Students on Roll	1,038
Number of Caymanian students	591	Number of Students with ALSN & SEND	205
Number of Teaching Staff	102	Number of Support Staff	31



NEXT STEPS

- Continue to implement strategies to improve teaching in the small minority of satisfactory lessons, and to raise the proportion of excellent teaching.
- Continue to develop the curriculum to meet the evolving needs of different groups of students, particularly with regard to Post-16 options.
- Further develop systems for moderating work within the school and with other schools.



MAIN FINDINGS & KEY STRENGTHS

Teaching and Learning

- Almost all teachers planned lessons well, providing structured lessons with clear learning goals to enable students to work productively.
- Almost all teachers used questioning effectively to guide and extend students' thinking.
- Students worked well together to solve problems and develop their understanding, skills and knowledge at a deep level.
- Over 90% of observed lessons were judged to be good or better.

Curriculum

- The curriculum was adapted in specific ways to address perceived needs, such as delaying the introduction of a second foreign language in Primary by one year to consolidate English skills.
- Study skills were introduced as discrete provision in the Sixth Form to support students in a range of subjects.
- Flexibility between core and extension subjects in the High School allowed students to enter for public examinations at the right level for them.
- Individual subjects modified teaching as needed. For example, in mathematics, the White Rose curriculum was adapted to provide differentiation.

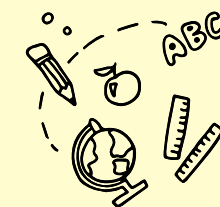
Assessment

- Robust assessment systems allowed school leaders and teachers to analyse learning gaps and identify where interventions were needed.
- Senior leaders, Heads of Faculty and Subject Leaders planned collaboratively to implement and monitor actions taken to improve student outcomes.
- Teachers assessed students' understanding through, for example, questions, quizzes and careful marking of written work. Success criteria were used well in lessons.
- In Reception, teachers made use of a progress monitoring tool (EYFS Tracker) and carried out moderation of work across the three classes



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NEXT STEPS

- Continue to plan and implement strategies to ensure all students, including those with SEND, make maximum progress.
- Ensure that self-evaluation identifies areas for development in order to inform improvement planning.
- Maintain existing excellent relationships with the majority of parents and address concerns in order to create strong and productive links with specific groups.



MAIN FINDINGS & KEY STRENGTHS

Attainment and Progress

- Internal and external assessment results showed that the school had maintained high standards of attainment in English, mathematics and science, as well as in non-core subjects.
- Most students made better than expected progress against their starting points.
- Most students exceeded their CAT 4 baseline scores, although only a significant minority of students with special educational needs and disabilities (SEND) did so at AS and A level.
- In Reception, almost all children were making at least good progress across the four areas of learning in the Early Years curriculum.

Self-evaluation and improvement planning

- The school produced a whole-school self-evaluation report (SEF), integrating goals and planning across Early Years, Primary and High School.
- Transition arrangements and collaborative working between Year 6 and Year 7 staff remained a strength.
- Middle leaders in both Primary and High School contributed to self-evaluation, ensuring this was detailed and comprehensive. However, the SEF did not identify areas for development.
- Senior leaders recognised that planning and implementing cohesive whole-school improvement strategies was at a relatively early stage.

Links with parents and the community

- The school had excellent and wide-ranging links with parents and the wider community.
- Within the curriculum, the school had begun to develop links with other schools for purposes of collaboration, professional development and moderation of students' work.
- Almost all parents appreciated and valued teachers' commitment and their care for students.
- A significant minority of parents raised concerns about the school facilities, communication and also aspects of the school leadership.



SUMMARY OF INSPECTION JUDGEMENTS

FROM LAST FULL INSPECTION (30 - 02 NOVEMBER, 2023)

Quality Indicator		Kindergarten Judgement	Primary Judgement	Secondary Judgement	Post-16 Judgement
English	1.1 Attainment	Good	Good	Excellent	Excellent
	1.2 Progress	Good	Good	Excellent	Excellent
Mathematics	1.1 Attainment	Good	Good	Excellent	Excellent
	1.2 Progress	Good	Good	Excellent	Excellent
Science	1.1 Attainment	Good	Good	Excellent	Excellent
	1.2 Progress	Good	Good	Excellent	Excellent
2.1 Positive behaviour for good learning		Excellent	Excellent	Excellent	Excellent
2.2 Civic and environmental understanding		Excellent	Excellent	Excellent	Excellent
3.1 Teaching		Good	Good	Excellent	Excellent
3.2 Learning		Good	Good	Excellent	Excellent
3.3 Assessment		Good	Good	Excellent	Excellent
4.1 Curriculum		Good	Good	Excellent	Excellent
5.1 Health and safety		Excellent	Excellent	Excellent	Excellent
5.2 Support and guidance		Excellent	Excellent	Excellent	Excellent
6.1 Leadership		Excellent	Excellent	Excellent	Excellent
6.2 Self-evaluation and improvement planning		Good	Good	Good	Good
6.3 Links with parents and the community		Excellent	Excellent	Excellent	Excellent
6.4 Staffing and the learning environment		Good	Good	Good	Good
PS7: Overall Evaluation		Good			



Click **HERE** to access the school's previous full inspection report or visit www.oes.gov.ky.

