



Office of Education
Standards
Cayman Islands Government

INSPECTION REPORT

January 2026



Triple C School

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Inspections Commencing Cycle 4 (October 2025)

Successful School 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 not only to 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 well-being 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 well-being 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 well-being 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.

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	Triple C School
	Address	74 Fairbanks Rd, George Town, Grand Cayman
	Telephone number	345 949 6022
	Website	http://www.triplecschool.org/
	Name of principal	Mrs. Mendoza-Hydes
	Date of this inspection	January 21-23, 2026
	Date of last inspection	November 6 to 8, 2023
Children		
	Number of students on roll	161
	Age range of the students	4-18 years
	Grades or year groups	Pre-Kindergarten to Grade 12
	Number of Caymanian children	111
	Number of children with additional learning support needs	5
	Number of EAL students	2
	Largest nationality group of children	Caymanian
Curriculum		
	Main curriculum	Virginia State Standards
	External tests and assessments	MAP, PSAT, AP, SAT
	Accreditation	Association of Christian Schools International (ACSI)
Staff		
	Number of licensed teachers	30
	Number of teaching assistants	5
	Number of other staff	28
	Teacher-child ratio	1:5
	Teacher turnover	21%

Context

Triple C School (Creative Christian Character) is a Christian School that caters to students from Prekindergarten to Grade 12. The private school is administered by the Church of God Chapels in the Cayman Islands. Triple C was established in 1941 and has a long and distinguished history. The school celebrated its 85th anniversary in November 2025. Notably, it was the first school in Grand Cayman to offer both primary and secondary education. Triple C is accredited by the Association of Christian Schools International (ACSI).

The school's mission is to "Partner with families to provide an internationally competitive education in a Christ-centered learning environment and seeks to lead students to fulfill their God-given purpose." The school follows an American education system based on the Virginia State Standards and offers a range of external tests and assessments including: Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), Preliminary Scholastic Aptitude Test (PSAT - College board), Scholastic Aptitude Test (SAT - College board) and Advanced Placement (AP - College board).

Overall Judgement History

Cycle 1 Inspection	May 2019	Weak
Cycle 2 Inspection	May 2021	Weak
Cycle 3 Inspection	November 2023	Satisfactory
Cycle 4 Inspection	January 2026	Satisfactory

Next Steps

The School is judged satisfactory and therefore, will be inspected within 2 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	Satisfactory	N/A
	1.2 Progress	Satisfactory	N/A
Social Emotional development	1.1 Attainment	Satisfactory	N/A
	1.2 Progress	Satisfactory	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 children to achieve in key areas of their learning

Quality Indicator		Elementary Inspection Judgement	Change	Middle Inspection Judgement	Change	High Inspection Judgement	Change
English	1.1 Attainment	Good	↑	Good	↑	Good	↑
	1.2 Progress	Good	↑	Satisfactory	→	Good	↑
Mathematics	1.1 Attainment	Satisfactory	→	Good	↑	Good	↑
	1.2 Progress	Satisfactory	→	Good	↑	Good	→
Science	1.1 Attainment	Good	↑	Good	↑	Good	↑
	1.2 Progress	Good	↑	Good	↑	Good	→

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	High Inspection Judgement	Change
2.1 Social emotional learning/Positive behaviour for good learning	Good	→	Good	→	Good	→	Good	→
2.2 Civic and environmental Understanding	Satisfactory	→	Good	↑	Good	↑	Good	↑

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	High Inspection Judgement	Change
3.1 Teaching	Satisfactory	→	Satisfactory	→	Good	↑	Good	↑
3.2 Learning	Satisfactory	→	Satisfactory	→	Good	↑	Good	↑
3.3 Assessment	Weak	→	Satisfactory	→	Satisfactory	↑	Satisfactory	↑

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	High Inspection Judgement	Change
4.1 Curriculum quality	Weak	↓	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	High Inspection Judgement	Change
5.1 Health and safety	Good	↑	Good	↑	Good	↑	Good	↑
5.2 Safety and guidance	Good	↑	Good	↑	Good	↑	Good	↑
5.3 Student Well-being	Good	N/A	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	Satisfactory	→
6.1.2 Leading and supporting emotional well-being	Satisfactory	N/A
6.2 Self-evaluation and improvement planning	Satisfactory	→
6.3 Links with parents and the community	Good	→
6.4 Staffing and the learning environment	Satisfactory	→

What the School Does Well

- The school's strong Christian ethos fostered warm, supportive, and mutually respectful relationships, all firmly grounded in the Christian values that guided daily life across the school community.
- Children's progress and achievement in the Physical and Communication and Language domains were good.
- Students' progress and achievement in mathematics, science and English were judged good at most phases.
- The school had developed strong, productive partnerships with parents and the wider community, and these connections enriched the quality and breadth of students' learning experiences.

Recommendations

- 1) Increase the proportion of good and better teaching across the school by:
 - Ensuring teachers collectively identify, implement and embed teaching and learning practices that engage, challenge and support students in their learning;
 - Clarifying and streamlining assessment systems so that a coherent, reduced set of information consistently informs day-to-day planning and teaching across all classes and phases.
- 2) Review the early years curriculum to ensure it is grounded in a play-based rationale that promotes rich, exploratory learning opportunities for all children and expedite the whole school implementation of the Virginia Standards Curriculum.
- 3) Build on the progress achieved to date ensuring that self-evaluation and school improvement planning give greater priority to the systematic and accurate assessment of key performance standards, enabling leaders to target actions more precisely and secure ongoing improvement.

Inspection Findings

Performance Standard 1 Helping our children to achieve in key areas of their learning		
Quality Indicator		Early Childhood Inspection Judgement
Cognitive development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

Cognitive development

Attainment in the Cognitive domain was judged as satisfactory. Children demonstrated age-appropriate understanding of the five senses and changes in matter. However, they would benefit from consistent opportunities to engage in rich, enquiry-based activities that deepen their early scientific understanding. Children were able to recognise a range of 2D shapes and could explain simple properties using appropriate vocabulary, such as identifying a corner on a triangle. They recognised letters and knew many of the corresponding sounds. They were also able to make decisions about their own health, such as resting when they felt tired and choosing healthier snack options. In addition, children demonstrated awareness of their own physical needs, including when they needed to use the bathroom or when they were hungry.

Progress in the Cognitive domain was judged as satisfactory. Children progressed well in their understanding of numerals and quantities up to 14, showing increasing accuracy when counting objects and matching amounts to the correct numerals. Over time, they became more confident with number sense and had begun to complete tasks such as building towers with the corresponding number of blocks on a numeral card. Children were able to manipulate simple equipment like scissors during art and shovels to fill buckets in the sand pit. Further development was needed to support structured phonics development and to ensure all children made consistent progress in sound recognition and blending skills. Children would also benefit from additional opportunities to experiment with tools, materials and equipment through both independent and guided activities to promote their curiosity, problem-solving and sustained engagement.

Areas for development

- Plan regular play-based opportunities for children to investigate and apply reflective thinking through rich, enquiry-based learning experiences.

Performance Standard 1 Helping our children to achieve in key areas of their learning		
Quality Indicator		Early Childhood Inspection Judgement
Social Emotional development	1.1 Attainment	Satisfactory
	1.2 Progress	Satisfactory

Social Emotional Development

Attainment in the Social Emotional domain was judged as satisfactory. Children were able to manage their own emotions and showed increasing confidence within the learning environment. They shared resources willingly, took turns and had formed positive friendships with their peers. All children demonstrated confidence when speaking in group settings, such as during Show and Tell, and engaged well with both adults and other children. They understood the limits and boundaries of acceptable behaviour. Children learned about community helpers and could explain roles such as how a fire officer helped to keep people safe. They explored these ideas when they dressed up as community helpers and confidently shared their ideas with others. Children also participated with reverence during devotional songs and prayers, demonstrating respect and attentiveness during these times as part of daily routines.

Progress in the Social Emotional domain was judged as satisfactory. Children displayed a growing capacity to self-regulate and made satisfactory progress in managing their behaviour independently, helping to create a calm and safe learning environment. They used the reward tent to calm themselves when needed and practiced controlled breathing. All children accepted guidance and affirmation from adults, responding well to praise and support when following rules. However, children needed more opportunities to learn to act responsibly in the preservation of their natural world, such as developing age-appropriate practices to reduce, reuse and recycle to protect the environment. There was also the need for more focused and regular opportunities for children to engage in rich, sensory play to extend engagement and exploration. Although children recognised culturally significant artefacts, such as a cat boat, and sang the National Song with familiarity, they needed broader opportunities to appreciate their own culture, other cultures and to develop awareness and respect for different religions.

Areas for development

- Provide children with regular planned opportunities to develop their understanding of the environment, local and other cultures and respect for different religions.

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

Communication and Language development

Attainment in the Communication and Language domain was judged as good. Children were confident communicators, including those acquiring English as an additional language. They participated in sharing ideas and experiences during structured and unstructured activities. For example, during Show and Tell, a child shared about his monster truck and another told his classmates about turtles using age appropriate vocabulary. Children participated in art lessons where they learned about the Bauhaus art form and created their own individual pieces in this style. Children could play instruments and move to music with rhythm. During the children's weekly role play opportunity, they were able to sustain narratives when they pretended to be a princess and "good" and "bad" super heroes. They also demonstrated active listening behaviours, responding to instructions and asking relevant questions during discussions and guided activities.

Progress in the Communication and Language domain was judged as good. Children made good progress in their communication skills, showing increased confidence in sharing ideas and experiences. When children joined the Elementary students for assembly, they all listened attentively in the large group setting and raised hands to indicate their desire to answer questions. Their drawings developed over time, with more detail and clearer representations. Children could write letters, copy words and sentences and showed interest in mark making. However, they required more opportunities to practise writing words and simple sentences. Children did not frequently engage with the available books in the classroom and needed more opportunities for shared stories. Greater integration of stories, listening opportunities and creative expression throughout the day were needed to further support their language development and imagination.

Areas for development

- Establish a structured Phonics programme to support children to make better progress in aspects of literacy.

Performance Standard 1 Helping our children to achieve in key areas of their learning		
Quality Indicator		Early Childhood Inspection Judgement
Physical development	1.1 Attainment	Good
	1.2 Progress	Good

Physical development

Attainment in the Physical domain was judged as good. Children demonstrated strong gross motor development and confidence during physical activities. They were able to run, hop and jump over low hurdles. Children also showed awareness of rules for safe movement in different environments, applying these during PE sessions and within the classroom. They followed instructions carefully and adjusted their movements to ensure their own safety and that of others. Children could build towers using wooden blocks, demonstrating balance, spatial awareness and perseverance. They used connecting cubes to build cities and threaded blocks on a string. Children demonstrated a growing independence as they retrieved items from their lunch kits and opened them with minimal assistance. They demonstrated age appropriate responsibilities for self-care such as their toileting needs and took care of their personal belongings.

Progress in the Physical domain was judged as good. Children progressed well in their fine motor skill development as they practiced scooping, squeezing, rolling and manipulating small objects, which supported hand strength and coordination. Children's control and coordination skills were evident as they kicked a football back and forth with peers and threw balls towards a target with developing accuracy. Over time, children showed improved control when holding writing implements. They used scissors with growing confidence and accuracy, demonstrating improved control and focus. Notwithstanding, children required further opportunities to refine their fine motor skills through increasingly challenging activities, such as detailed construction, intricate threading and extended mark-making to support precision, endurance and independence in more demanding tasks.

Areas for development

- Provide varied opportunities for children to explore and play with small world activities and resources to further develop their dexterity, control and confidence.

Inspection Findings

Performance Standard 1 (Compulsory) Helping our children to achieve in key areas of their learning				
Quality Indicator		Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
English	1.1 Attainment	Good	Good	Good
	1.2 Progress	Good	Satisfactory	Good

English

Attainment in English was judged as good across all phases. In external assessments used by the school, most students attained levels in line with intentional standards, with a majority achieving above. In school-based assessments, most students attained levels that were above curriculum standards. In observed lessons and their most recent work most students demonstrated sound grammatical knowledge and writing skills in line with curriculum standards, whilst also demonstrating fluency in reading and oracy skills. Across lessons, strategies such as 'Think, Pair, Share' were a common feature to promote collaborative discussion; for example, through this approach in Grade 4 lesson, students demonstrated understanding of the concept of a caption and in Grade 6 the difference between a simile and metaphor. In Grade 3, an imaginative and creative lesson on the use of articles fully integrated Bible sentences in an age-appropriate way, reinforcing the school's Christian ethos while developing students' literacy skills. At the High School phase, older students were able to analyse the context and purpose of a range of texts such as Martin Luther King's "Letter from a Birmingham Jail" and expand their vocabulary through the 'Word of the Day' initiative.

Progress in English was judged good in the Elementary and High School and satisfactory in the Middle School. In Kindergarten, students enjoyed taking part in the 'Consonant, Vowel, Consonant' fishing game, which further secured their Phonics knowledge. Lesson observations, work scrutiny and assessment information showed that in Middle and High School, most students, including students with special educational needs made better than expected progress in relation to their starting points. Assessment data was systematically used to track students' progress in English, with clear actions and 'Level up' interventions implemented once gaps had been identified. As a result, students were becoming increasingly aware of their own strengths and areas for improvement and progressed well in their learning. Enrichment activities, including book clubs and participation in writing, debate and poetry competitions, has had a positive impact on students' interest in English and was contributing to the development of students' literacy skills. In lessons, most students made good progress in the four skills areas: Listening, Reading, Speaking and Writing. By Grade 5, most students were able to use a range of texts, videos and pictures to infer and to draw conclusions. As they progressed through Middle school, students ably demonstrated persuasive techniques in speeches and media using real life advertisement. At High School, older students made good progress in their understanding of how Jane Austen developed contrasting characters in *Pride and Prejudice*.

Areas for development

- Fully embed formative feedback strategies to ensure marking consistently identifies next steps, so students can act on guidance to raise the quality of their work and achieve stronger outcomes.

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

Quality Indicator		Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
Mathematics	1.1 Attainment	Satisfactory	Good	Good
	1.2 Progress	Satisfactory	Good	Good

Mathematics

Attainment in mathematics was satisfactory in the Elementary phase and good in both Middle and High phases. External assessment outcomes across all phases were strong. Evidence from lesson observations and students' books showed that most students were attaining in line with curriculum standards with a majority exceeding expected standards in Middle and High school. In Kindergarten, students used ten frames and manipulatives to conceptualise number and support addition and telling the time which supported the development of early number sense. In Elementary, students demonstrated secure acquisition of age-appropriate mathematical knowledge and skills. In Grade 6, students applied measurement skills to estimate and measure mass length and volume accurately which showed secure understanding of key concepts and appropriate use of mathematical tools. In Middle and High, students demonstrated good attainment through accurate application of mathematical knowledge and increasing confidence in explaining methods. At Grades 9 and 11 students responded to open-ended questions by explaining their reasoning and justifying the strategies they selected which reflected secure understanding of content. Across these phases, students applied mathematical procedures accurately and used appropriate vocabulary. The quality of work seen in students' books indicated that many students were working at levels above curriculum expectations particularly in Middle and High school.

Progress in mathematics was satisfactory in Elementary and good in Middle and High School. In Kindergarten, students strengthened their number sense by counting in ones and tens to 100 and using ten frames and manipulatives to support single-digit addition. At Grade 5 students developed foundational understanding through estimation and direct measurement of mass length and volume and connected numerical values to real-world quantities to judge reasonableness. However, most students were not consistently challenged to work at higher levels of reasoning. Thus, opportunities for deeper learning were limited. The progression from Grade 5 to Grade 6 showed a clear increase in conceptual challenge and mathematical reasoning. By Grade 6, students investigated relationships between circumference and diameter and used these to derive and explain why π is approximately 3.14. At Grade 7, students graphed linear relationships of the form $y = x + b$ and explained the impact of the constant. In Grade 8, students applied angle relationships through a practical Angle City project to calculate unknown measures. By Grade 9, students determined direct variation and wrote and graphed equations through the origin. At Grades 11 and 12, students made good progress and demonstrated increasing understanding of abstraction through coordinate geometry and by solving quadratic equations and working with n th roots and rational exponents.

Areas for development

- At Elementary, increase opportunities for students to explain their thinking using manipulatives, diagrams and words particularly when working with number, measurement and geometry.
- Challenge higher-attaining students by providing them with tasks that extend learning through problem solving, pattern finding and applying concepts to unfamiliar or multi-step problems.

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

Quality Indicator		Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
Science	1.1 Attainment	Good	Good	Good
	1.2 Progress	Good	Good	Good

Science

Attainment in science across all phases was good. External assessment showed that most students were performing above international standards. This was also evident in internal school-based assessments, lesson observations and work in books. Most students demonstrated secure understanding of key scientific concepts, skills and knowledge. In a Grade 5 class, students worked collaboratively to investigate the most suitable surface for a Formula 1 track. Students measured distance, recorded and analysed findings and drew conclusions. In a Grade 6 Earth and Science lesson, students explored new elements on the periodic table, by expertly adding and subtracting protons and neutrons. They competently made predictions regarding the possible instability of an element if too many protons were added. In a Grade 10 chemistry lesson, students conducted experiments, observed reactions, recorded reactants and products and used the evidence to classify chemical reactions as synthesis, single and double replacements, decomposition and combustion. In an AP Chemistry lesson, students analysed how the concentration of HCl affects the rate of reaction with magnesium ribbon, communicating findings clearly and logically.

Progress in science was good across the phases. Assessment, classwork and lesson observations indicated that most students, including those with additional learning support needs made better than expected progress from their starting points. Students in Grade 3 made good progress formulating a hypothesis and conducting experiments about the water cycle. They organised their investigation to reflect the dependent and independent variables. As they progressed through the school, students demonstrated growing scientific knowledge. For example, students in a Grade 4 class used the outdoor learning environment to gather and represent information on natural and man made materials. Almost all Grade 6 students demonstrated a good understanding of the structure and function of an atom. Grade 7 students progressed well in their ability to classify and analyse the biotic and abiotic components of an ecosystem. At Middle and High school, students recorded data to represent scientific explorations, made inferences and confidently communicated their learning in meaningful ways. Classroom displays, portfolios and work on the Teams platform, indicated most students had a secure understanding of the scientific inquiry process. SEN students made better than expected progress as data was used effectively to monitor student progress and inform interventions.

Areas for development

- Expand environmental learning experiences in Middle school to help students build meaningful, real-world connections to their academic content.

Achievement and progress in other subjects

Students' progress and achievement across a wide range of subjects were consistently good. In Visual Arts, students expressed themselves with creativity and imagination, producing work that reflected both skill and originality. Standards in Music were similarly strong; students demonstrated genuine enthusiasm and clear enjoyment in all lessons observed. A broad and well-designed programme of musical activities, including opportunities to listen and respond to music, as well as to compose and perform, supported steady progress over time. Students also extended their learning beyond the classroom by participating in a variety of musical initiatives, such as planning and staging concerts and engaging with visiting performers. Physical Education lessons effectively promoted the development of specific skills, such as high-jump techniques, while also providing well-directed instruction that strengthened students' abilities across multiple sports. In Social Studies, students successfully deepened their understanding of Caymanian culture and heritage, and applied their learning to both local and global contexts. For example, in a lesson on renewable and non-renewable resources, students confidently identified non-renewable resources in the Cayman Islands. They also demonstrated a secure understanding of their rights and responsibilities as citizens. In Information Technology, students made good progress in developing their programming skills, including foundational work in Python, which supported their growing confidence and competence in computational thinking. At the last exam sitting, students achieved well in AP Calculus, Statistics, Language Arts and Composition, Literature, Chemistry, and Biology.

Areas for development

- Further strengthen curriculum planning and assessment practices across subjects so that learning sequences are consistently challenging and well-matched to students' needs.
- Continue to expand opportunities for cross-curricular projects, real-world applications, and enrichment activities so students extend their skills beyond the classroom.

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	High Inspection Judgement
2.1 Social emotional learning/Positive behaviour for good learning	Good	Good	Good	Good
2.2 Civic and environmental Understanding	Satisfactory	Good	Good	Good

Social emotional learning/Positive behavior for good learning

Positive behaviour for learning was good across all phases of the school. In Prekindergarten, almost all children demonstrated a sense of security and emotional well-being. Relationships among children were positive and they interacted well with each other. Most children were able to self-regulate and manage their own behaviour. In Elementary, Middle and High school, students were disciplined, respectful, attentive and ready to learn. Survey results indicated that students felt their teachers were caring, trustworthy, and engaging. They appreciated the support they received. Students moved throughout the school in an orderly, purposeful manner. Relationships between adults and students were positive. The school promoted students' personal and social development through Christian values based on respect, tolerance and understanding. Students and teachers demonstrated mutual respect. Students related to each other well and this provided a good foundation for learning. Incidents of bullying were rare. The open-door practice among staff supported students' concerns regarding behaviour or emotional well-being. Most students with special educational needs integrated well. Almost all students wore their school uniforms well and were proud of their school. Students were punctual to school and lessons, supported by good overall attendance.

Civic and environmental understanding

Civic and environmental understanding was satisfactory in Early Childhood and good across the other phases. Students demonstrated a strong sense of civic responsibility and contributed positively to the life of the school and wider community. In PreKindergarten, children participated in the National Song and daily devotions with reverence and familiarity, laying secure foundations for respect, national identity and Christian values. Students participated and led activities in chapel, devotions, student council and a wide range of inter-school and international activities. Students had placed third at the Stood Up Fair and the steel band was recognised for meritorious performance at the National Children's Festival of the Arts. Also, students had received the Team Spirit Award at the 2025 DART First Tech Challenge, reflecting meaningful engagement and teamwork. Opportunities for global citizenship were evident through participation in international robotics competitions and student internships, such as with the Civil Aviation Authority of the Cayman Islands. Students demonstrated an appreciable understanding and appreciation of Caymanian culture, heritage and Christian values, shown through respectful participation in the national song, chapel services and curriculum activities, as well as events such as Culture Day, which celebrated diverse cultural traditions. Most students showed care for their school environment, keeping shared spaces clean and participated in environmental activities, including beach clean-ups through Eco Club and Key Club. There was scope to strengthen whole school practices to promote students active engagement in conservation and sustainability.

Areas for development

- Provide regular opportunities for children in Prekindergarten to develop an understanding and appreciation for Caymanian culture and environmental issues.
- Increase opportunities for active student participation in environmental and sustainability initiatives, ensuring that learning about conservation leads to student-led action and advocacy.

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

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

Teaching

Teaching was judged as satisfactory in Early Childhood and Elementary and good in the Middle and High schools. In most lessons, teachers demonstrated secure subject knowledge, drawing on this knowledge with confidence and clarity in their presentation and explanation of key concepts and skills. Most lessons were carefully planned, with clear learning objectives and appropriate sequencing that enabled students to build knowledge progressively. Effective retrieval activities at the start of lessons successfully consolidated students' prior learning. For example, in a High School Business Law lesson, students recalled the six essential elements required for a legally binding contract. Teachers used plenaries during and at the end of lessons to check for misconceptions and understanding. Effective practice was observed at Grades 4 and 5 where teachers' meaningful interactions and probing questioning techniques checked students' learning whilst promoting curiosity and critical thinking skills. In most lessons, teachers' effective classroom organisation ensured smooth transitions. For example, in a Grade 6 Music lesson, the teacher's efficient time management, combined with the purposeful integration of ICT resources, created a stimulating and productive learning environment which ensured most students made rapid progress. In a majority of lessons, planning for differentiation required review and development to support more personalisation of learning objectives and approaches.

Learning

Learning was judged as satisfactory in Early Childhood and Elementary and good in the Middle and High School. In Kindergarten, students demonstrated positive attitudes towards learning and took pride in their achievements. For example, students enjoyed taking part in the 'Consonant, Vowel, Consonant' fishing game, to further secure their Phonics' knowledge. They engaged willingly in activities and showed increasing confidence in sharing their ideas and outcomes with peers and adults. Children in Prekindergarten and Kindergarten classes would benefit from increased opportunities to make meaningful connections and to take greater ownership of their learning. In Middle and High School, the purposeful integration of digital technology supported learning by enhancing student engagement and enabling their interaction with content in varied and stimulating ways. In Middle School, students demonstrated independent research skills. For example, in a Grade 7 English lesson, students researched information about Ray Bradbury and in science students explored the structure and composition of atoms. High School students explained and defended their reasoning when solving mathematical problems, demonstrating higher order thinking skills and in a Grade 6 social studies, students engaged in a lively discussion on Hammurabi's Code, promoting critical thinking about justice. Cooperative learning strategies and group work were common features of most lessons. For example, in a Grade 8 Spanish lesson, students collaborated to translate sentences.

Assessment

Assessment in Early Childhood was weak and satisfactory across all other phases. In Early Childhood, assessment practice was weak, with limited observations and inconsistent tracking. Also, assessment information was not systematically used to plan learning or target support. Conversely, assessment systems were used satisfactorily across Elementary, Middle and High, enabling the collection and analysis of attainment and progress information and supporting the monitoring of students' learning. Teachers generally used assessment data to identify students who required additional support or extension, and adjustments to teaching and interventions were evident in most phases. A range of systems was used to track and measure attainment and progress, including FACTS RenWeb to record internal school-based assessment results, Excel trackers with formulas to predict grades and monitor progress, MAP to track external attainment, IXL to monitor progress against MAP and Virginia standards, student learning report forms for self-assessment and Level Up plans to track intervention and improvement targets. In addition, the mathematics department piloted a test blueprint to moderate school-based assessments and better reflect the accuracy of these tests in identifying students' learning. However, the school did not yet have a consistent, well-coordinated system for measuring progress from internal assessments. The quality and consistency of formative written feedback, including clear next steps, was variable. Across Elementary, Middle, and High phases, record-keeping was organised and teachers demonstrated a growing understanding of students' strengths and weaknesses. Students increasingly engaged in self and peer-assessment, particularly following interim and summative assessments.

Areas for development

- Encourage teachers to be more creative and flexible in grouping students to achieve the multiple instructional objectives that varied types and sizes of groups can address.
- Establish a reliable assessment approach in Early Childhood that uses a wide range of evidence to accurately identify children's starting points, track their progress overtime and inform targeted planning.
- Develop a well-coordinated whole school system to track and measure internal progress.
- The newly introduced reflection time should be strengthened to encourage deeper engagement with learning intentions.

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

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

Curriculum quality

The curriculum was judged as weak in Early Childhood and good in Elementary, Middle and High school. In Early Childhood, planning approaches to play and learning were not always child centred. The Virginia State Standards used at Elementary, Middle and High provided a broad, balanced curriculum offering which included a range of academic and practical experiences. Full implementation of the Virginia State Standards was needed to clarify learning outcomes across subjects and support regular monitoring of student progress. Core subjects were given appropriate instructional time. Specialist subjects, such as music, art and IT enriched students' experiences. For older students, a sampling programme offered optional subjects online. The curriculum was well planned and sequenced to promote students' secure and connected understanding. For example, the English curriculum was bolstered by a well-resourced library which fostered students' appreciation for a range of literature. Links across subjects supported curriculum integration. In a Grade 12 christian education lesson on Apologetics, students explored the concept of 'Economic Determinism' and how it was connected to the Marxism principles. Students had researched the Magna Carter and the impact on modern day democracy. In Elementary, the curriculum was expanded to include a Friday Cayman Quest session to engage students in Cayman Heritage through fun, collaborative activities; however, the initiative required more robust implementation to optimise learning. The school continued its rich music tradition, including staging musical concerts, but declining enrolment had affected the depth and sophistication of band performances. Career guidance was now well embedded in the curriculum. Students participated in a range of sports and other extra-curricular activities, including Robotics, Chess, Band, Choir and Mindscape. Participation in the annual Youth Parliament also enhanced students' learning experiences.

Areas for development

- Strengthen planning and improve the indoor and outdoor environments at Prekindergarten to support purposeful play-based learning.
- Expedite whole-school implementation of the Virginia State Standards to sharpen the focus on learning outcomes in every subject and ensure consistent monitoring of students' progress.

Performance Standard 5 Keeping our students safe and always supported

Quality Indicator	Early Childhood Inspection Judgement	Elementary Inspection Judgement	Middle Inspection Judgement	High Inspection Judgement
5.1 Health and safety	Good	Good	Good	Good
5.2 Safety and guidance	Good	Good	Good	Good
5.3 Student Well-being	Good	Good	Good	Good

Health and safety

Health and Safety arrangements were judged as good. The school environment was safe and well managed, and buildings and facilities were clean, well maintained, and suitable for all students. Students were well supervised at arrival, break, lunch, transitions, and dismissals. Systems such as GoGuardian were in place to protect students online. Policies were implemented consistently, and child safeguarding was a priority for all staff, who demonstrated secure knowledge of child protection. The safeguarding policy met statutory requirements, and the school worked effectively with partner agencies, including the Alex Panton Foundation, to promote students' welfare. However, the school did not have a formal programme to teach and support students in recognising and resisting abuse, including advocacy for others and attention was required to complete and maintain all statutory health and safety certification. Record-keeping was detailed and well organised, including logs of safety concerns, which were addressed promptly. Regular fire drills were conducted and risk assessments were completed for all off site visits, with staff clearly identifying risk mitigations for a range of situations. Healthy lifestyles were promoted through well-balanced meals, regular outdoor play and scheduled physical education lessons.

Support and Guidance

Support and guidance was judged as good across all phases. In the previous school year, staff had participated in targeted professional development to support students with Additional Learning Support Needs (ALSN). The Counsellor and Special Educational Needs Coordinator (SENCO) regularly attended SENCO training and were a part of a learning community with SENCOs from other schools. They also provided training for individual teachers as specific needs arose. Staff used MAP data to identify areas where students required additional support and to inform targeted interventions. A range of interventions in mathematics and English were implemented across the school. These included additional support from class teachers and the use of IXL to reinforce skills. The School Based Support Team met regularly to review the needs of students and ensure appropriate provision. A more structured, multi-layered approach was needed to improve the timely and accurate identification of students with additional learning support needs. Learning Support Plans were developed for identified students and these were monitored using a data-driven approach. While these plans contained strategies for support, the implementation of these in the classroom was inconsistent. Overall, the school had established effective structures for monitoring and supporting students but further alignment between planning and classroom practice was required to maximise student outcomes. Online platforms such as BridgeU and CareerOneStop were effectively used to align High School students' abilities, interests, and aptitudes with suitable career options, helping them make informed decisions about potential pathways.

Student Well-Being

Students' well-being across all phases was judged as good. Educational and personal well-being were high priorities for staff. The curriculum was developed to promote key life skills, with emphasis on social and emotional needs. Relationships between and among staff and students were positive, nurturing and empathetic. A supportive team of trained, qualified staff, including a newly appointed counsellor, provided targeted support and appropriate referral. A coordinated system of reporting and receiving mental health support included the Alex Panton organization, and other external specialist services. The anti-bullying policy was implemented well with visible and well established practices. The school environment, walls and electronic displays celebrated students' achievements and milestones. Names and images of student leaders, including support groups, were prominently featured for all students to view. Almost all students were well supported and the Student Council provided a platform for students to have a voice in their well-being, as they advocated for themselves and their peers. Devotion and afternoon school reflections, reinforced the calm, positive and nurturing community. These activities highlighted the school's 'safety net' and connection with Christ. The annual participation in the 'Stood Up' campaign further evidenced the school's commitment to anti-bullying. Students benefited from timely, well-structured advice and guidance on curriculum and subject choices during key transition points.

Areas for development

- Ensure teachers consistently use students learning support plans and differentiation in lessons to meet students' varying needs.

Performance Standard 6 Leading and managing our school and developing our links with the community we serve

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

Leadership

Leadership was judged as satisfactory. Leaders demonstrated a clear commitment to the school's ethos and values. They implemented performance-management processes effectively, carrying out regular formal and informal classroom observations to monitor teaching quality. Leaders also analysed school-wide performance data and used the findings to guide professional development priorities. The school board held leaders to account through monthly reporting. The leadership team showed growing cohesion and emerging capacity for strategic improvement, recognising that further refinement of their practices was essential to accelerate progress. The school's improvement journey has been challenging in recent years due to declining enrolment and ongoing financial pressures. Despite these difficulties, leaders showed resilience and maintained stability during periods of significant strain. Their ability to sustain core operations and uphold the school's mission during these times reflected a steady, if cautious, capacity for continued improvement. Notwithstanding, the existing leadership structure, where the principal also carried teaching duties and the deputy principal had teaching and head of department responsibilities, was not sustainable in the long term.

Leading and supporting emotional well-being

Leading and supporting emotional wellbeing was judged as satisfactory. Leaders demonstrated a strong commitment to fostering student and staff wellbeing, as reflected in the school's proactive anti-bullying practices. Students signed anti-bullying pledges, and the school's values emphasising respect, inclusion, and tolerance were prominently displayed throughout the campus. Leaders had created a caring and inclusive culture in which staff and students felt valued, respected and supported. Regular assemblies and pastoral sessions supported students' emotional wellbeing, self-regulation and confidence. Robust wellbeing and safeguarding policies guided practice across the school and were clearly understood by staff. Opportunities for personal and emotional development were also integrated into the curriculum, signaling a thoughtful approach to wellbeing, although this area was in the early stages of development. Supportive workplace features such as individual workstations, a lunchroom, and a prayer room promoted staff wellbeing. The Executive Church Council, School Board, and administration hosted breakfast and luncheons for staff at least once per semester. Overall, these efforts showed a clear intention to engender a positive, supportive environment for the entire school community. Notwithstanding these efforts, there remained scope to further promote staff wellbeing in meaningful and creative ways, particularly given the increased workload faced by a majority of staff, such as teaching and planning lessons and activities for multiple groups of students.

Self-evaluation and improvement planning

Self-evaluation and improvement planning was judged as satisfactory. Leaders had established satisfactory systems for evaluating its work, and increasingly sought the views of teachers, parents, and students using surveys and regular engagement with the Board of Governors, who remain well-informed and actively involved in school priorities. A more deliberate focus on planning and review had begun to positively influence learning outcomes, and leaders were developing greater confidence in self-evaluation and school-improvement processes. As a result, the school has made satisfactory progress, and in some areas good progress, in addressing the previous inspection recommendations. To build on this momentum, self-evaluation and improvement planning should place greater emphasis on the systematic and accurate assessment of key performance standards using multiple evidence sources. Although school planning documentation showed reflection on practice and the setting of targets for improvement; the processes for self-evaluation and school improvement planning required further refinement and strengthening to drive systematic, school-wide progress. In addition, the senior leadership team should strengthen opportunities for sustained, student-led, school-wide initiatives that promote sustainability and citizenship.

Links with parents and the community

Links with parents and the community were judged as good. The school had established positive links with parents and the wider community and was well regarded by families and local stakeholders. Regular communication with parents was maintained through written reports although next steps for learning were not yet consistently included. Parent Teacher Conferences were organised each term where students' academic and pastoral progress were discussed and effective followup sessions as required were facilitated on an online platform. Parents valued the online platform for its ease and regularity of communication including ongoing academic and pastoral updates. The school had further strengthened parental engagement through initiatives such as the "Parent University", which offered information sessions to support families' understanding of school practices and student learning, as well as through the PTA. However, participation in the PTA was not yet optimal. Partnerships within the wider community, including the church and local businesses such as CUC and UCCI facilitated the hosting of careers fairs, as well as internships and workplace opportunities along with mentoring programmes. Collaborations with the Family Resource Centre for the "Stood Up" campaign reinforced the school's commitment to social responsibility. Initiatives by the Key Club, such as monthly 'dress down' days to raise funds for local charities like Jasmine, demonstrated the school's active commitment to promoting civic responsibility and charitable giving within the community. Furthermore, the school's involvement in assisting flood victims in the Bahamas had exemplified its commitment to supporting those in need.

Staffing and the learning environment

Staffing and the learning environment were judged satisfactory. The school was supported by a team of well-qualified and committed staff who consistently promoted a positive Christian ethos, thereby nurturing a strong sense of community across the school. This ethos was reflected in the supportive relationships between staff and students, while the current staff to student ratios enabled personalised approaches to teaching and learning. Financial constraints associated with low enrollment had resulted in senior leaders being required to teach classes. Additionally, the increased workload resulting from the reduced staffing had impacted staff wellbeing, as teachers were required to plan and deliver a greater number of lessons which limited opportunities for collaborative planning and sustained leadership focus. Specialist classrooms and facilities, including a large multipurpose hall, an outdoor playing field and a basketball court, together with a well-equipped library, science laboratory, a dedicated ICT and music suite, provided effective spaces that enhanced students' learning. Students had expressed that many of the Chrome books and computers currently in use were outdated and slow; leaders should consider ways to ensure technology keeps pace with students' needs. The school building was clean, well maintained and provided a safe and supportive environment for learning. It was fully accessible to all students, including those with mobility needs, through the provision of a lift and accessibility ramps. Additionally, a dedicated learning support room offered a valuable space to meet the needs of students requiring additional support.

Areas for development

- Upgrade ICT resources to ensure that teaching and learning are consistently supported.
- Develop innovative and sustained approaches to support staff well-being.

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	118	Parents	65	Staff	37
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Students

Student survey responses were generally less positive than those of parents and staff. While almost all students reported that they were making progress in most areas of their learning and meeting or exceeding their attainment targets, only a majority agreed that the behaviour of most students was good. The most commonly identified strength was the school's Christian ethos and faith-based education. Some students felt behaviour and strict rules were areas that could be improved. Most students reported that their lessons were good, that teachers encouraged active participation, and that staff guided and supported them effectively. Many students indicated that they enjoyed learning, they could take responsibility for their own learning and had opportunities to assess their work. In the comments, students were generally positive about staff, describing them as kind and supportive. Most students felt teachers and other staff effectively guided and supported them in their learning and helped them to make progress. Only a significant minority felt if they had additional learning support needs or special education needs, the school provided the right support to ensure they make progress. However, the majority of respondents indicated that this question was not applicable to them. Regarding the curriculum, most students felt the school offered the subjects they wished to study. Only a majority felt the school provided a good range of extracurricular activities. A majority of students reported feeling safe and supported at school. A majority stated that leaders or teachers had sought their views on school improvement and open comments highlighted a desire for student voice to be more consistently heard. Few students also raised concerns about school climate, including incidents of bullying. Overall, a majority of students felt that leaders were doing a good job and that the school provided a good quality of education.

Parents

Overall, almost all respondents to the survey felt the school delivered a good quality of education, with exceptionally high confidence in teaching and outcomes, behaviour, leadership, communication and the facilities. Almost all parents consistently praised the quality of teaching and described the staff as qualified, knowledgeable, dedicated and invested in student success. They appreciated the small class sizes and favourable teacher-student ratios. Parents also valued the school's strong Christian foundation with biblical integration, devotion and moral teaching which promoted kindness, discipline and community values. Almost all parents commended the safe and supportive environment, describing the school as nurturing, family-like and secure. Curriculum quality and delivery were highlighted as strengths, particularly in mathematics, science and arts including music. Communication and transparency were recognised as improving, with effective channels such as email and Renweb praised. However, a few parents expressed concerns in the provision for students additional learning needs, where experiences appeared uneven and in school self-evaluation and parental participation, where parental confidence was lower and a minority disagreed that they were involved in school improvement. Some expressed the need for broader subject provision, better curriculum alignment, inclusion of life skills and more extracurricular and community opportunities. A few parents expressed concerns regarding leadership and management due to what they described as inconsistency, reactive decision-making and high staff turnover. Notwithstanding, most parents felt the school's culture promoted discipline, good behaviour and community spirit.

Staff

Thirty-seven staff members responded to the online survey. Eighteen staff have been at the school for over 3 years. Eleven maintained their tenure for more than a year and eleven were newly employed. All staff members agreed that students progressed well in most areas of learning across subjects and therefore met or exceeded their attainment targets. Similarly, all agreed civic and environmental understanding was a feature of learning and that learning was effective as a result of high quality teaching and was supported by access to the community and extra-curricular activities. Almost all staff felt the school was safe, the qualification and experience of staff effectively supported all students and that overall the school provided quality education. Almost all staff agreed that student behaviour was good and assessment and monitoring systems were effective and accurate. Likewise, almost all staff agreed that their continued professional development was well supported and that effective systems, practices and positive relationships were in place. Staff felt the school communicated regularly with parents and the wider community. Most staff indicated that the curriculum was broad, relevant and challenging and that systems were in place to support children with additional learning needs. Most staff responded that the school was well led and that parents were effectively involved the work of the school.

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 (2024 Revision), 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

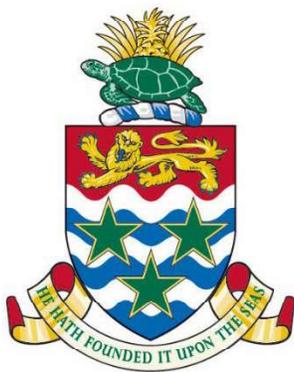
You can contact us using the following e-mail address: adminOES@gov.ky

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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