

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT
OCTOBER 2023



Cayman Prep and High School

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INTRODUCTION

INSPECTIONS OF SCHOOLS, COLLEGES AND KINDERGARTEN CENTRES IN THE CAYMAN ISLANDS

As determined by 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 school 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 school 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 both by schools to review their own work and by inspectors when they visit.





Inspection frameworks are a central feature of different school 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 schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school 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 schools to see inspection as a **transparent** process.

INTRODUCTION

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	 Excellent
Good - the expected level for every school in the Cayman Islands, both public and private.	 Good
Satisfactory - the minimum level of quality required for the Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.	 Satisfactory
Weak - quality not yet at the level acceptable for schools in the Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.	 Weak

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows:

All	The whole – as used when referring to quantity, extent, or duration	100%
Almost all	90% and more	90% to 99%
Most	Three quarters or more but less than 90%	75% to 89%
Majority	Half or more but less than three quarters	50% to 74%
Significant minority	A quarter or more but less than a half	25% to 49%
Minority	15% or more but less than half	15% to 24%
Few	Up to 15%	0% to 14%

SCHOOL INFORMATION

School Context

Cayman Prep and High School is owned and operated by the United Church in Jamaica and the Cayman Islands (UCJCI). It was founded in 1949 with the objective to provide outstanding educational opportunities guided by Christian principles. Today, the school aims to “provide a stimulating learning environment, firmly rooted in Christian principles, in which students become critical, creative thinkers, responsible citizens and lifelong learners in an ever-changing world”. Cayman Prep and High School is a not for profit, co-educational school with the Primary School and High School situated on two different sites along Smith Road and Walkers Road respectively, approximately 1.3 miles apart.

The Senior Leadership Team of the overall school consists of the Director, Business Manager, Primary School Principal and High School Principal. The Principals of Primary and High each have a team of senior leaders and together, they oversee the leadership and management of their site. They report to the Director and Board of Governors who have responsibility for the whole school.

The leadership structure of the Primary School consists of four members: the Principal, Deputy Principal, Head of Academic and Head of Pastoral. The present Principal has been in post since the start of the current academic year. The Primary School has a current enrolment of 520 students of which a small majority are Caymanian. The school has 11.73% of students on the Support for Learning Register. At the Primary School, the curriculum is based on the English National Curriculum for Key Stage 1 and 2 and the English Early Years Foundation Stage (EYFS) Framework for Kindergarten (KG).

The leadership structure of the High School consists of four members: the Principal, Head of Pastoral Care and Student Services, Head of Assessment and Inclusion and Head of Curriculum, Learning and Teaching. The current Principal has been in post for more than five years. The High School has a current enrolment of 490 students of which a majority are Caymanian. The school has 21% of students on the Support for Learning Register. The curriculum is based on the English National Curriculum for Key Stage 3, 4 and 5. High School students sit external examinations under the Welsh Joint Education Council (WJEC), Cambridge (CE) and Pearson (Edexcel) boards.

Cayman Prep and High School was fully accredited by the Council of British International Schools (COBIS) in 2022.



SCHOOL INFORMATION

General information



School name

Cayman Prep and High School



Address

Primary: 242 Smith Road, Grand Cayman;
High: 559 Walkers Road, Grand Cayman



Telephone number

(345) 949-9115



Website

<https://www.cayprep.edu.ky>



Name of the principal

Director: Ms. Debra McLaughlin;
KG & Primary: Ms. Sacha Strand;
High & Post: Mr. Karl Murphy



Date of this inspection

30 October - 02 November, 2023



Date of the last inspection

10 May - 13 May, 2021

Students



Number of students on roll

1011



Age range of the students

4-18



Grades or year groups

Kindergarten to Year 13



Number of Caymanian students

576



Number of students with special educational needs

160







Largest nationality group of students

Caymanian






SCHOOL INFORMATION

Staff

	Number of teachers	79
	Number of teaching assistants	38
	Teacher-student ratio	1:13
	Teacher turnover	25%

Curriculum

	Main curriculum	National Curriculum of England
	External tests and assessments	PIRA, PUMA, PTS, CAT, Star Reading, GCSE, IGCSE and Advanced Level courses
	Accreditation	COBIS

SUMMARY









Performance Standard 1. Helping our students to achieve in **key areas of their learning**

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post- Secondary Inspection Judgement	Change in judgement since last inspection
1.1 Students' attainment in English	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.2 Students' progress in English	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.1 Students' attainment in mathematics	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.2 Students' progress in mathematics	 Good	▶	 Good	▶	 Excellent	▲	 Excellent	▶
1.1 Students' attainment in science	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
1.2 Students' progress in science	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶











SUMMARY

Performance Standard 2. Promoting our students' **personal and social development**

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-Secondary Inspection Judgement	Change in judgement since last inspection
2.1 Positive behaviour for good learning	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶
2.2 Students' civic and environmental understanding	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶





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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-Secondary Inspection Judgement	Change in judgement since last inspection
3.1 Teaching	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
3.2 Learning	 Good	▶	 Good	▶	 Excellent	▶	 Excellent	▶
3.3 Assessment	 Good	▶	 Good	▶	 Excellent	▲	 Excellent	▶











SUMMARY

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

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-Secondary Inspection Judgement	Change in judgement since last inspection
4 Curriculum	 Good	▶	 Good	▶	 Excellent	▲	 Excellent	▶





Performance Standard 5. Keeping our students **safe** and always **supported**

Quality Indicator	Kindergarten Inspection Judgement	Change in judgement since last inspection	Primary Inspection Judgement	Change in judgement since last inspection	Secondary Inspection Judgement	Change in judgement since last inspection	Post-Secondary Inspection Judgement	Change in judgement since last inspection
5.1 Health and safety	 Excellent	▶	 Excellent	▶	 Excellent	▶	 Excellent	▶
5.2 Support and guidance	 Excellent	▲	 Excellent	▲	 Excellent	▶	 Excellent	▶



SUMMARY

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

Quality Indicator	School Wide Inspection Judgement	Change in judgement since last inspection
6.1 Leadership	 Excellent	▶
6.2 Self-evaluation and planning ahead	 Good	▶
6.3 Links with parents and the community	 Excellent	▶
6.4 Staffing and the learning environment	 Good	▶

KEY STRENGTHS AND RECOMMENDATIONS

What the school does well

- Students are articulate, communicate their learning well and demonstrate exemplary attitudes to their work.
- The excellent provision in the High School results in excellent outcomes.
- Systematic teaching of phonics in Kindergarten and lower primary contributes to high standards in reading. Fluency in mathematics has positively impacted students' mathematical thinking.
- The Christian ethos and the development of Caymanian culture has led to a strong sense of self-identity for students across the school.
- The development of highly effective transition arrangements ensures that students experience a smooth transfer from Year 6 to Year 7.
- There is excellent individual support and guidance for students including those with Additional Learning Support Needs (ALSN) across the school.

Recommendations

Improve coordination between the phases by:

- Strengthening the process for self-evaluation and improvement planning so that it is consistent across both Primary and High Schools;
- Continuing to develop links between staff in the areas of pastoral care and academic provision;
- Developing more opportunities for the communities of each school to develop strategy collaboratively.

Adapt the curriculum to meet the needs of students and raise standards in Primary by:

- Enhancing the clarity of data that is collected to inform self-evaluation and to be able to make informed decisions as to the effectiveness of the curriculum;
- Effectively using assessment information to evaluate areas where further developments are needed.

What has improved since the last inspection?

- Support and guidance for students in the Primary School has improved and is now judged as excellent.
- The curriculum in the secondary phase of the High School has improved and is now excellent.
- Progress in mathematics in the secondary phase is now excellent.
- Assessment in the secondary phase has now improved to excellent.



OVERALL PERFORMANCE

► Good

Cayman Prep and High School was judged to be good. The school had maintained the many excellent judgements from the previous inspection and had made a number of improvements.

Children in Kindergarten and students in Primary had good and improving attainment and progress in English, mathematics and science. At Secondary and Post-16, students' attainment and progress continued to be excellent in English and science. Attainment in mathematics was excellent and progress had improved to excellent. The curriculum had improved to excellent in the secondary phase of the High School and provided students with a curriculum which was relevant, broad, balanced and challenging. Progression was planned for and there was an excellent choice in learning for almost all students. Transitions between phases ensured that most students were well prepared for the next stage of education. Students in the High School were often making excellent progress in a range of other subjects, including drama, psychology, humanities and religious education.

Students' behaviour and highly positive attitudes towards learning were exemplary. Levels of attendance and punctuality were good across the school. Students' civic and environmental understanding were excellent in both Primary and High School. Students developed their understanding of environmental issues and understanding of Caymanian culture and traditions to an excellent level.












Teaching and learning were good and were improving at Kindergarten and Primary, and were excellent in Secondary and Post-16. Students took responsibility for their own learning. Whilst critical thinking and enquiry skills were evident in lessons, they were not yet consistently embedded across the school. In High School, assessment systems were used very well to assess the levels that students were working at and to set them challenging targets to raise their attainment. Assessment systems were developing in Primary but needed further clarification in how the data were to be used more effectively to support planning for lessons.

Arrangements for the health and safety of students were excellent. Students received excellent support and guidance across the school. The Director and both Principals demonstrated a high capacity to improve the school and to lead it with an exemplary vision. Although the Primary phase had undergone many recent changes in leadership and staffing, the new Principal and her newly constituted senior leadership team, were clear about the changes required to improve. They had already initiated some of these changes and improvements were already evident. The High School continued to show improvements, consolidating practices in various areas previously identified as strengths. Leadership at the High School phase had effectively communicated a well-defined vision for the school. The Principal has consistently exhibited the passion and forward-thinking required to maintain a cohesive sense of shared purpose ultimately contributing to excellent student outcomes. Self-evaluation and improvement planning remained good, though the school had not yet developed a whole school plan. Links with parents and the community continued to be excellent. Staffing and the learning environment remained good. Space on both campuses was tight. Governors had undertaken significant reforms to expand the School Board, introducing a broader spectrum of skills aimed at bolstering the school's long-term strategic planning for development. The proposed changes are currently pending final approval from church authorities.



ACHIEVEMENT

Students' attainment in relation to international standards

Students' attainment in relation to international standards	Kindergarten Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-Secondary Inspection Judgement
1.1 Attainment in English	 Good	 Good	 Excellent	 Excellent
1.1 Attainment in mathematics	 Good	 Good	 Excellent	 Excellent
1.1 Attainment in science	 Good	 Good	 Excellent	 Excellent

English

Attainment in English in the Kindergarten and Primary phases was good and excellent in the Secondary and Post-16 phases. Kindergarten attainment trends showed that most children achieved a good level of development which was above international benchmarks. Results of standardised tests and internal data indicated that most students in Primary, including those with ALSN, attained at or above curricular standards and a majority attained above curricular standards. The systematic teaching of phonics contributed to high standards in reading. By the end of the Primary phase, most students read with increasing fluency and expression. In Year 2 students could write sentences using correct punctuation with increasing accuracy. By Year 6 students wrote effectively for a range of purposes using technical aspects of writing and figurative language. In Secondary and Post-16, including A levels, most students performed above international standards in external examinations in 2023 and this was a consistent pattern over the past three years. In 2023, in both IGCSE English Language and English Literature, most students achieved the highest grades. Most students, including those with ALSN, in Secondary and Post-16 displayed consistently excellent knowledge, skills and understanding. They were able to effectively demonstrate the use of literary devices, creative writing techniques and critical thinking skills. In Post-16 scholastic thinking and writing modelling were common in lessons.

ENG

ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was good in Kindergarten and Primary and excellent at Secondary and Post-16. The majority of children started school with mathematical knowledge that was age appropriate. Most children in Kindergarten counted accurately and talked about shapes using simple mathematical vocabulary. A majority of children, including those with ALSN, exceeded the expected level of development in mathematics at the end of the Kindergarten. In Primary, attainment was above expected levels for the majority of students, including those with ALSN. Most students used their knowledge of number to help them solve problems quickly. They used their understanding of shape properties to predict what a nine-sided shape was called. The proportion of students attaining above expected levels was greatest in the older Primary classes, where students demonstrated critical thinking and mathematical reasoning. Year 8 students could calculate percentage increase and decrease and apply their skills to fractional amounts. In Year 11, they used tangents to estimate the gradient of a curve and calculate the derivative. Students, including those with ALSN, achieved excellent results in IGCSE at the end of Year 11, with 62% gaining an A* or A grades and in AS, where 62% of students achieved an A or B grade, and A level examinations, where 86% of students gained an A*, A or B grade. In internal assessments, lesson observations, and recent classwork, attainment was excellent overall.















Science

Attainment in science in Kindergarten and Primary was good and was excellent in Secondary and Post-16. In Kindergarten, a majority of children exceeded the expected level of development. They explored the world around them, and used investigative skills through play-based activities. In Primary, a majority of children, including those with ALSN exceeded the expected levels in science. Year 2 students devised and conducted tests to evaluate the efficacy of egg cushions and then suggested enhancements. Year 5 students used keen observation skills to sort and classify objects based on inherent properties. Data from external and internal tests and examinations showed that students in Secondary and Post-16 attained high standards in recent years. In 2023, all students who took the IGCSE examination scored A* to B in biology and chemistry and most students achieved the higher levels in physics and coordinated science. Outcomes at A level were also excellent. Work in books and lessons aligned with the school's predictions that results remained well above international standards. Students in Year 7 to 9 had secure scientific knowledge and understanding. Through Secondary and Post-16, students made connections with the real world. Year 13 students explored the science behind growing rice in shallow water, including the development of aerenchyma in roots.

ACHIEVEMENT

Students' progress in key subjects

Students' progress in key subjects	Kindergarten Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-Secondary Inspection Judgement
1.2 Progress in English	 Good	 Good	 Excellent	 Excellent
1.2 Progress in mathematics	 Good	 Good	 Excellent	 Excellent
1.2 Progress in science	 Good	 Good	 Excellent	 Excellent

English



Progress in English in Kindergarten and Primary was good and excellent in Secondary and Post-16. In Kindergarten, most children had developed their skills well and segmented and blended letter sounds to read words in phonics sessions. For example, in Year 1, the digraph 'oa' was covered in the lesson and opportunities were provided for students to consolidate this sound by reading different words like 'boat' and 'cockroach'. In lower Primary a majority of students had made better than expected progress in developing skills in reading and were writing with increasing fluency. Most had exceeded expected progress in using their knowledge of phonics to write sentences independently. Most older Primary students had made good progress in analysing and comparing poetic styles. They identified different types of poems and poetic forms like haiku and acrostic poems. In Secondary and Post-16, progress in English was excellent when compared to their starting points. The majority of students made excellent progress in lessons and were able to deepen and apply their knowledge and skills in analysing texts, and evaluating and editing their own writing, and that of their peers. Students in Years 10 and 11 had made excellent progress in their linguistic skills. Students with ALSN across the school made at least good progress in English.



ACHIEVEMENT

Students' progress in key subjects



Mathematics









Progress in mathematics was good in Kindergarten and Primary and excellent in Secondary and Post-16. Most children in Kindergarten steadily built their mathematical knowledge. By the end of Kindergarten most children had developed their understanding of number and had a deep understanding of the relationships between numbers up to 10. In Primary, the majority of students, including those with additional learning needs, made good progress. Most students' progress in mathematical fluency and reasoning had a positive impact on their achievement across Primary. Students in the older Primary classes made accelerated progress in their mathematical reasoning; for example, when they chose the most efficient strategies to solve problems. They were able to demonstrate and explain their choices and mathematical thinking. In Secondary, in lessons and their work, students' progress was excellent. Students entered Year 7 with strong mathematical problem-solving skills, and they built on those skills. Almost all students in Secondary extended their mathematical understanding and applied this to a range of tasks, including making connections to real-world contexts. In a Year 8 lesson, students could calculate VAT and make meaningful and contextual links with their learning. The support in lessons for students with ALSN allowed them to make excellent progress at the secondary phase. This gave students a strong basis on which to develop their mathematical thinking into Post-16.



Science

Progress in science in Kindergarten and Primary was good and excellent in Secondary and Post-16. Students displayed a genuine enthusiasm for the subject and could independently formulate hypotheses and conduct investigations. They effectively applied scientific principles to address real-world challenges, such as experiments to determine which insulation materials were most effective. In Kindergarten, children demonstrated creative problem-solving by designing environmentally friendly solutions for inter-island food transportation. Year 6 students worked on classification using various keys and classification systems. The majority of students made excellent progress as they moved through Years 7, 8 and 9. This was accelerated as they gained confidence in using their practical investigative skills, including observing, hypothesising and drawing conclusions. In later years, students rose to the challenge of progressively deepening their scientific knowledge, understanding and skills. The excellent progress evident from the school's records was reflected during almost all lessons. For example, in a Year 10 class, which included less confident students and those with ALSN, students made rapid progress when investigating the density of different metals through practical work. Similarly, Year 12 students consolidated and extended their understanding of mitosis in cells as they made a stop-frame sequence, representing the changes with plasticine models.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students' personal and social development	Kindergarten Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-Secondary Inspection Judgement
2.1 Positive behaviour for good learning	 Excellent	 Excellent	 Excellent	 Excellent
2.2 Students' civic and environmental understanding	 Excellent	 Excellent	 Excellent	 Excellent

Behaviour



Positive behaviour for good learning was excellent across the school. From the start of school, children quickly learned to self-regulate emotions and behaviour. Most children in Kindergarten made friends, played together and learned to share. They negotiated turn-taking as they played. Positive attitudes and behaviour were prevalent across the school, in lessons and around school during break and lunch times. Students in Primary demonstrated excellent attitudes to work, were enthusiastic, sustained concentration and persevered throughout lessons. Students in the High School moved between lessons quickly and sensibly and were enthusiastic learners. Almost all High School students responded well to lesson activities because of the excellent relationships between themselves, the staff, and other students. Students were polite and respectful to each other and adults. They wore their uniform with pride. Students understood what bullying was and said that it is rare in the school. They felt that when incidents did occur, they were dealt with quickly and effectively. Most students showed genuine care for their school and their peers. Initiatives, such as the rewards system for positive behaviour managed by the student council, contributed the excellent behaviour. Attendance remained good at 97%, and almost all students arrived on time for school. Of those that responded to the students' survey, most were positive that the school provided them with a good quality education.

STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT













Civic and environmental understanding

Civic and environmental understanding was excellent across the school. Students' knowledge of Caymanian culture and traditions was strong. They knew what it meant to be Caymanian and could clearly articulate the meaning of the symbols in the Cayman Islands' Coat of Arms. In the recently held Culture Week, visits to The National Gallery, and integration of Caymanian culture into the curriculum had strengthened students' cultural understanding. The religious values that permeated across the school through assemblies and life around the school remained a strength and contributed to the positive culture and ethos. There were many opportunities for students to lead, including as Prefects, Student Council Representatives and House Captains. Students were actively involved in the broader community and had many opportunities to participate in activities supporting environmental issues. They were involved in local community service through Key Club, Leo Club and the Protect Our Futures Club. High school students initiated projects such as beach clean ups, installing recycle bins and they led assemblies with a sustainability theme. At Primary, students supported sustainability and civic responsibility through several activities, including the real-world construct of the Science Technology Engineering and Mathematics (STEAM) programme. Across all phases, students kept their physical environment clean.



TEACHING, LEARNING AND ASSESSMENT

Teaching, learning and assessment	Kindergarten Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-Secondary Inspection Judgement
3.1 Teaching	 Good	 Good	 Excellent	 Excellent
3.2 Learning	 Good	 Good	 Excellent	 Excellent
3.3 Assessment	 Good	 Good	 Excellent	 Excellent

Teaching

Teaching was good in Kindergarten and Primary and excellent in Secondary and Post-16. Teachers knew their subjects well and planned learning effectively to meet the different needs of all students. Lessons were well planned and prepared and were appropriately resourced which enabled students to focus on their learning and collaborate with their peers. Teachers set clear learning objectives and regularly checked for students' understanding. Teacher-student relationships were positive and purposeful. Teachers created calm, orderly and caring learning environments in which students felt safe. In most lessons, teachers used time and resources well to enrich learning with pace and challenge. Teachers used targeted, open ended questions to check that students understood the work and to encourage them to think more deeply. High quality teaching in Secondary and Post-16 was evident across most subjects. During English, mathematics and science lessons, teachers' contagious enthusiasm, underpinned by their strong subject knowledge fully engaged students. In subjects such as drama, psychology and history, teachers' expertise was evident as they skilfully elicited and deepened students' knowledge and skills. Teachers effectively used resources such as animated PowerPoint slides, prompt sheets and practical materials to enhance learning. Students' higher order thinking skills were developed through adept questioning; for example, in a religious education lesson which raised the question about the attitude of some religions to women. This was a consistently strong feature of lessons.



TEACHING, LEARNING AND ASSESSMENT



Learning





Learning was good in Kindergarten and in Primary and excellent in Secondary and Post-16. The majority of students were positive about their learning and engaged well in group activities. They demonstrated good communication skills and were able to explain what they had learnt. Classroom environments were supportive of learning. As a consequence, most students were comfortable taking risks and almost all participated in class discussions, sharing their opinions and asking questions. Students were able to take charge of their learning through collaborative work such as critiquing the work of their peers. They were able to self-assess their own work. Students in Primary sometimes used iPads and laptops to foster independent research and enquiry. They acquired a higher degree of independence as they moved through Years 7 to 9. Students were eager and motivated to learn. In later years, students showed great maturity as they collaborated with their classmates, undertook independent research and applied their skills in different contexts. They frequently reflected on links between their studies and real life. During a Year 13 psychology lesson, for example, students showed empathy and compassion after watching a video of a person with schizophrenia.



Assessment

Assessment was good in Kindergarten and Primary and excellent in Secondary and Post-16. Teachers in Kindergarten and Primary knew their students well. They provided good feedback during lessons and when marking students' work, they identified the next steps towards improvement. Across the school, teachers made learning objectives and success criteria clear at the beginning of lessons and revisited them as the lesson developed. This gave students clarity when assessing their own work and that of their classmates. Most lessons had clear strategies for empowering students to assess their own progress using different coloured pens. Leaders gained a clear picture of students' achievements through well-established forensic assessment procedures. However, the use of assessment information by teachers to further personalise learning was not fully embedded in Primary. Assessment systems in Secondary and Post-16 were excellent. The outcomes of external and internal assessments were used to shape day-to-day learning. Cognitive ability tests (CAT) were used to set ambitious targets, which were regularly revisited to ensure students were continuously challenged. Meticulous analysis of data provided leaders with an accurate picture of students' progress over time, including the progress made through each term. Assessment information was used to pinpoint students' strengths and where improvement was needed. Individual students had well-founded, ambitious targets and a clear idea of their next steps.

CURRICULUM



Offering a curriculum that meets the educational needs of all students	Kindergarten Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-Secondary Inspection Judgement
4 Curriculum	 Good	 Good	 Excellent	 Excellent

Curriculum

The curriculum was good in Kindergarten and Primary and excellent at Secondary and Post-16. In Primary, while end of year expectations were made explicit, schemes of work were not routinely adapted to suit students' individual needs. Since the previous inspection, curriculum documents in the High School had been revised to include students' prior learning and this had accelerated students' progress. Regular and systematic curriculum review in High resulted in ongoing meaningful improvements to broaden the curriculum; for example, the inclusion of books with greater cultural significance in English, addition of enterprise courses in Key Stage 3 to better prepare students to make option decisions in Key Stage 4, and addition of robotics and app design in the Vertical Learning programme. Transitions were well-managed, particularly from Year 6 to 7 and through 'Bridging the Gap' work for students new to A-Levels. The curriculum was enhanced by an extensive range of extra-curricular activities like Robotics club, Youth Parliament, STEAM day in Primary and Business Week in High, for example. On STEAM day, Primary students designed hydroponic systems which used less water to ensure the Cayman Islands could become more self-sufficient and environmentally friendly. Cross-curricular links were strong in Kindergarten and Primary. For example, students wrote acrostic poems about Bible stories in religious education. Caymanian culture, heritage and history were embedded into the curriculum; for example, Year 5 students debated about whether Christopher Columbus was a hero or villain in social studies. All students benefitted from strong links with the community. Older students had opportunities to work with local organisations and professionals and younger students were coached by an international rugby player in physical education. Visiting speakers such as lawyers and government ministers, trips to Pedro St. James, Little Cayman for marine science and internationally enriched students' understanding of the wider world.



SAFETY AND SUPPORT

Keeping our students safe and always supported	Kindergarten Inspection Judgement	Primary Inspection Judgement	Secondary Inspection Judgement	Post-Secondary Inspection Judgement
5.1 Health and safety	 Excellent	 Excellent	 Excellent	 Excellent
5.2 Support and guidance	 Excellent	 Excellent	 Excellent	 Excellent

Health and safety

Health and safety provision across the school was excellent because there were effective policies and procedures in place and staff were vigilant at all times. The premises met the needs of students, with elevators at both sites for access for students and staff and systems to adapt learning environments for students with disabilities. Thorough risk assessments for activities took place. Evacuation drills and incident records were maintained to a high standard, with ongoing improvement strategies included which supported the excellent development of health and safety in the school. Maintenance and site management were highly effective. Two staff nurses tended to students' daily medical needs and offered CPR/First Aid training to students and staff and conducted regular health screenings to ensure that students were monitored to a high level. The school prioritised healthy lifestyles and students were well-informed about sun safety, healthy eating and active lifestyles. Social and emotional well-being was a focus, with a proactive pastoral team who supported students and raised awareness and access to services, such as a psychologist if required. A variety of methods were used to detect, monitor and communicate any issues around the school, including detectors, cameras and electronic platforms. Vape detectors were installed at the high school. The school community had various ways to report issues such as bullying. There were clear safeguarding policies and practices and the school was a safe place for students. Safety lessons, including cyber safety, were offered in the curriculum.







SAFETY AND SUPPORT



Support and guidance

Support and guidance were excellent in all phases of the school. The commitment to student care and inclusion was exemplary, demonstrated through highly effective systems of support and communication. This fostered a culture of shared responsibility for students' holistic education and well-being. There were excellent relationships between teachers and students. These were characterised by mutual respect, exemplary conduct and commitment to the code of conduct. Teachers had excellent knowledge and awareness of their students and there was the strong emphasis on praise and positive behaviour for learning. In addition, there were highly developed processes for tracking student well-being and personal development with the appropriate use of survey data to support decision making. This care and attention to student support and guidance was reflected by effective student transition practices between Years 6 and 7. Students, including those with ALSN, felt supported and cared for throughout the school. The ALSN department had excellent monitoring processes in place. Learning support needs were quickly identified and support strategies adopted so that potential gaps in student progress were minimised. There was also a consistent whole school learning support approach in lessons, with teachers scaffolding activities, utilising additional materials, deliberately differentiating groupings and providing stimulus activities. Consequently, most students with ALSN had excellent attainment and made above expected progress; for example, all students with ALSN achieved a grade A*-C in the IGCSE English Language examination in 2023. Attendance management systems, including the use of attendance officers, successfully supported students and their families in improved levels of attendance. A team of dedicated guidance counsellors provided effective guidance to students regarding their university placements.

LEADERSHIP AND MANAGEMENT

Leading and managing our school and developing our links with the community we serve	School Wide
6.1 Leadership	 Excellent
6.2 Self-evaluation and improvement planning	 Good
6.3 Links with parents and the community	 Excellent
6.4 Staffing and the learning environment	 Good



Leadership

Leadership was excellent. The Director and two Principals had high expectations and a clear strategy for improvement. The newly appointed Principal in Primary had rapidly set a clear vision and sense of direction with high expectations. A significant number of senior leaders and middle subject leaders were new to their roles. As a result, the Primary Leadership Team had been restructured and responsibilities redistributed to be more cohesive in their approach to managing the Primary School. In High School, the senior and middle leaders had continued to develop excellent practice. Leadership at the High School phase had effectively communicated a well-defined vision for the school. The Principal has consistently exhibited the passion and forward-thinking required to maintain a cohesive sense of shared purpose ultimately contributing to excellent student outcomes. Both leadership teams were focused on improving teaching, learning and assessment in the classes through rigorous monitoring. Systems of assessment including the use of the Kindergarten baseline were in their early stages of development, though they were well-founded and appropriate. Leaders in Primary had already had a positive impact on improving phonics and early reading and fluency in mental mathematics. Leaders in Primary and High School demonstrated good capacity to improve the school. The Board of Governors had recently been restructured to increase their range of skills and knowledge. They were starting to develop specific roles for governors to help with the monitoring of the work of the school although this had not been



LEADERSHIP AND MANAGEMENT

fully implemented. The Director had started the process of investigating ways to bring the two parts of the school together by creating a whole school strategic plan and sharing best practice across the sites.

Self-evaluation and improvement planning



Self-evaluation and improvement planning were judged to be good. The leadership teams had a clear understanding of what the priorities were to improve the school. The self-evaluation processes were reviewed collaboratively by staff across the whole school and were largely accurate. A range of data and information was used to inform the strategic plans. From the self-evaluation, leaders were able to set clear next steps for improvement which demonstrated that leaders knew the school well. The school had collected a wealth of evidence, especially within the High School, to support the need for improvements. One example of this was that the school had decided to track the well-being and progress of students. They had implemented this tracking through the use of a new system which regularly sought the views of students. Although in its early stages, it had already produced a range of data to track the well-being of students across the High School. Since the previous inspection, the school had met most of the recommendations though it still needed to develop a whole school evaluation and planning system which would enable the school to make more robust decisions based on whole school data and evidence.

LEADERSHIP AND MANAGEMENT



Links with parents and the community

Links with parents and the community were excellent. Parents were highly appreciative of the school and the support that their children received. The school and parents worked in partnership and there were regular meetings with parents to keep them updated on their child's progress in all phases of the school. Students were an integral part of these meetings. In Primary, the 'Love Reading' sessions, where parents were invited to read with their children, had a positive impact on reading for pleasure. There were regular communications through a variety of channels that kept parents informed about all aspects of their child's school life; for example, ongoing contact between teacher and parents, information about upcoming events, or if an unexpected incident had occurred. Reports were provided in full detail at the end of the year in Primary and in the High School but not in enough detail in Terms 1 and 2 in Primary. The school already had plans to review reporting procedures in Primary. Parents said that they would like the school to develop a one-school feel between Primary and High. The school had invited professionals from government and local organisations to talk to students about finance, energy, astronomy and making the island plastic free. A rugby player from New Zealand's female national team coached upper Primary students to improve their skills. Close links with the United Church promoted the school's Christian ethos.



Staffing and the learning environment

Staffing and the learning environment were judged to be good. Well qualified staff, including a few learning assistants who were qualified teachers, were deployed well across the school to support students' learning in a range of subjects in High School. Specialist teachers were deployed effectively in Primary to provide opportunities for students to learn music, languages, physical education and computing. A variety of whole-school and personalised professional development opportunities motivated staff to develop their practice. This had a positive impact on students' outcomes; for example, for students with Additional Learning Support Needs by providing better curricular access, and in the use of information technology, due to ensuring that staff were kept up to date with latest practices. There were well-resourced rooms for computing, music, language and STEAM and well-equipped laboratories to enhance learning. An indoor gymnasium and small field, supplemented by community sports facilities were used to provide a range of physical activities. The libraries were well-stocked with a variety of rich, age-appropriate texts and were used to promote a love of reading and research across the school. However, there was limited space in the school to expand the curriculum further, although the Board had plans to extend facilities on land adjacent to the current buildings.

SURVEY RESULTS

Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	529	Parents	448	Staff	106
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Students

Survey: “I am satisfied with the quality of education provided at this school.”

Five hundred twenty-nine students responded to the survey compared to 597 students in the last inspection, which was a reduction of 13%. Of those that responded, most students were positive that the school provided them with a good quality of education.

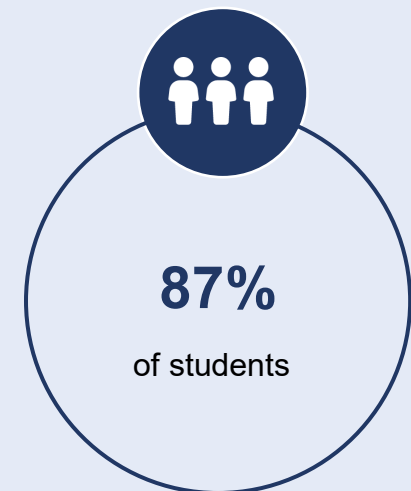
Most students felt they made good progress in key subjects with almost all stating that they made good progress in other subjects. In the written comments, students said that they wanted a greater range of courses, plus more vocational courses, like cookery and woodwork.

Most students agreed that the quality of lessons was good. However, a few students commented on the variable quality of teaching and that they wanted lessons to be more interactive and interesting.

A few students commented on the lack of opportunities for physical play, exercise and sports and related this to unhealthy lifestyles. A few students expressed a concern over strict rules concerning school uniforms, the overuse of detention and prioritising external views of the school.

Most students agreed that they were treated fairly at school. Although, a few students commented on insufficient focus on student well-being and teachers who lacked empathy for students' diversity. A few students raised concerns over the quality of food and lack of healthy options and also that food provided did not reflect their Caymanian culture.

Most students agreed that behaviour was good, that school dealt with bullying and that they felt cared for at school. The majority stated they felt safe on buses. In their written responses, lack of support for bullying was raised by a few students.



Strongly Agree and Agree

5%

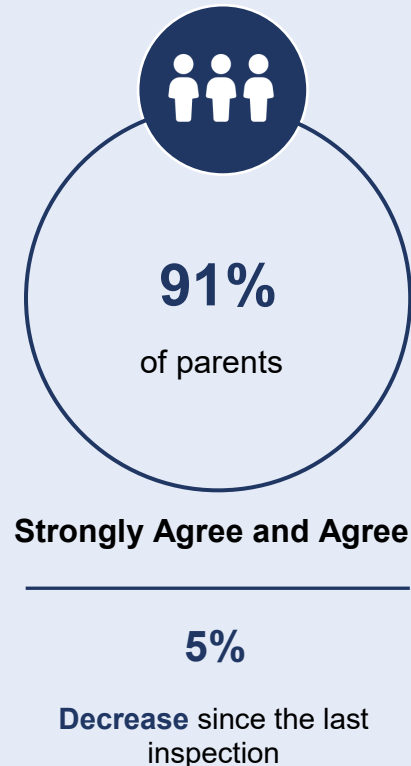
Increase since the last inspection

SURVEY RESULTS

Parents

Survey: I am satisfied with the quality of education provided at this school.

Four hundred forty-eight parents completed the survey which was an increase of 97 from the previous inspection. One hundred ninety-nine parents added comments. Whilst a significant minority of these were positive, there were concerns around communication, homework and how the school dealt with bullying. Most parents agreed that their children made good progress in mathematics and science. Most parents of children with special educational needs felt their children received good support. Almost all were pleased with the quality of teaching and resources, and said their children enjoyed learning. Similarly, almost all thought their children had a good understanding of environmental issues and a sense of responsibility and community. Almost all parents felt confident that their children were safe in school. However, a minority were dissatisfied with the way the school dealt with bullying and a majority were satisfied with the way the school responded to parental concerns. Most felt the school was well-led but comments from a minority of parents indicated they were dissatisfied with the lack of cohesiveness, the effectiveness of leaders in listening to parental concerns and the transition between previous and new leadership. Regarding communication, most parents agreed that they received effective and timely information and that reports were regular and informative. A significant minority of comments made by parents felt that communication was confusing, inconsistent and too formalised. Most parents were satisfied with homework, but a significant minority were unhappy with the quantity of homework and how it was set, using a number of online apps.



SURVEY RESULTS

Staff

Survey: This school provides a good quality of education.

One hundred six members of staff, both teachers and support staff, completed the survey. Most staff were from overseas and most had worked at the school for more than three years. Almost all staff judged students' behaviour as good and felt that the school offered a safe and caring environment. In addition, almost all staff felt that the next steps in learning were well posted for students and that they were able to engage in a range of extra-curricular activities. Most staff indicated that resourcing was good and that students were treated fairly. Almost all believed that the school encouraged students to take responsibility for themselves and their environment and that the school provided suitable professional development for staff. Most staff agreed that there were good arrangements to address incidents of bullying should they occur and that students were supported in making good choices about their future education and career choices. Almost all staff felt that there were good assessment systems in place and that students were encouraged to adopt healthy lifestyles. Most staff agreed that parents were involved appropriately and that attendance at parents' meetings was good. All staff overwhelmingly agreed that the school provided a good quality of education for the students and the majority indicated that the school was well-led.



Strongly Agree and Agree

1%

Increase since the last inspection

WHAT HAPPENS NEXT?

The school has been asked to prepare an action plan within four weeks of the publication of this inspection report.

This should 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.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

As the school is judged to be providing a **good** quality of education, there will be no further inspections until the next cycle which commences in September 2024.



WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of 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.

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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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