**GOVERNMENT SECONDARY SCHOOLS SUMMARY REPORT**

**December 2018**

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| **Number** | **OES Recommendations** | **Ministry or Department of Education Actions to Date** |
|  | To help ensure an improved and sustained rate of students’ academic progress, the Ministry of Education and school leaders should review performance management and self-evaluation arrangements in the three schools. The quality of teaching and the curriculum offered at Key Stage 3 are not yet at the required standard to guarantee ongoing improvement to students’ attainment in core subjects. | * The tracking and monitoring of students’ progress and attainment is much more explicit and not coincidental. This work is led by school leadership who review and identify particular students who are not meeting their potential.
* Specific strategies have been developed to make full use of data to inform learning, student self -evaluation and classroom practice, including differentiation. This includes establishing baseline information for students entering the first year of the secondary schools.
* Specific professional development sessions continue to support staff in acquiring new and additional skills in the area of teaching and learning. This includes specific sessions for leadership in the use of the self - evaluation framework from the Office of Education Standards (OES).
* The performance management process has been reviewed along with the relevant documentations for leaders and teachers. These documents have been produced in line with the OES guidelines and were implemented in term 1. This makes for a more robust process and continual focus on good quality teaching.
* The process for examination entries has also been revised thus ensuring that students have the best possible opportunity to achieve their individual targets aligned with international standards.
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|  | In undertaking the review of the curriculum at Key Stage 3, the Ministry of Education and school leaders should introduce more reliable and robust assessment practices to help monitor students’ progress and align students’ achievement to international standards. | * Specific professional development sessions targeting Key Stage 3 teachers and levelling across the core subjects
* Moderation at the Key Stage 3 to ensure exemplar work exists for all subjects to promote consistency in teaching and enhance the learning process for students
* Marking and assessment policies to be reviewed and practices monitored to ensure better quality assurance in schools
* Optimal use of data from Key Stage 2 SATs along with baseline assessment to ensure students attainment and progress on entry is understood by all staff. Interventions to be deployed to close attainment gaps for identified students
* A nurture group for students with low literacy levels to supplement interventions is in place at one high school (John Gray High School). The impact of this pilot will guide further such groupings in the other secondary schools for similar students.
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|  | The Ministry of Education should include Key Stage 3 within the ongoing review of the curriculum to ensure a better transition from primary into the early secondary years and enhanced progress from Years 7 to 9. | * On-going review of schemes of work in core subjects to ensure there is sufficient challenge and the content is adapted to the needs of the students.
* Ministry curriculum review will include a review of Key Stage 3 to ensure a smooth transition from primary into early secondary and enhance student progress in Key stage 3. This work is expected to commence in 2019.
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|  | Improve reporting and monitoring arrangements between the Ministry of Education and Cayman Islands Fire Service to ensure that regular, comprehensive fire inspections of the government public schools are undertaken and identified infractions are addressed in a timely manner. | * Liaison with the Fire Service to receive comprehensive reports from the 10 emergency drills are completed each year.
* Infractions will be addressed with support from the Department of Education Services.
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|  | The Ministry of Education should review the quality of the school premises at Layman E. Scott High School to plan ahead for 21st century educational provision for students in Cayman Brac. | * A review of the school premises at Layman Scott High School is planned for the near future.
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|  | Principals of all three schools should review the survey responses of students regarding aspects of care and welfare and, through further discussion with their student councils and other relevant representative student groups, identify and address aspects of concern that have led to students’ low levels of satisfaction. | * Continue to strengthen the student voice across the school by reviewing the responses from the surveys and creating a plan of action in collaboration with the student council and other relevant representative student groups
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|  | Arrangements for the evaluation of teachers’ performance should be reviewed to align more closely to relevant sections of the inspection framework and Principals should include unannounced observations within the programme to establish a more accurate and comprehensive indication of the quality of teaching in their schools. | * The Performance management cycle for 2018-2019 is aligned to the OES Framework and expectations. It is not tokenistic but holds teachers to account in a much more rigorous way. Lessons observations announced and unannounced will be implemented; walk throughs are in place and will be developed further throughout the year.
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|  | In collaboration with the Ministry of Education and where relevant, school leaders should review the arrangements for admission to ensure that all students are enrolled in their correct chronological year group | * The registration policy and process has been reviewed. Any anomalies with regards to student chronological age and class groupings have been addressed.
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