



Cayman Islands Government  
Office of  
Education Standards  
**ANNUAL REPORT 2019**

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**Every School  
a Good School**





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# MESSAGE FROM THE MINISTER OF EDUCATION, YOUTH, SPORTS, AGRICULTURE & LANDS

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The right to education is not solely indicative of access. The Ministry of Education recognises that it is a fundamental right to receive an education, that is excellent.

A major contributor to the ongoing progress of ensuring that each child in these Cayman Islands is provided with a globally competitive compulsory education, is the working partnership between the Ministry of Education (MoE) and the Office of Education Standards (OES).



Hon. Julianna O'Connor-Connolly, JP, MLA  
*Minister of Education, Youth, Sports, Agriculture & Lands*

I am pleased at the sterling job that the OES has done in inspecting and reporting on both public and private schools in this jurisdiction and I look forward to this continued admirable performance from the said office.

The Ministry continues to investigate areas of improvement with a view to raising education standards through a number of initiatives and policies. This commitment underpins the active responses to the OES inspections. The mandate to review the national curriculum for primary schools has been realised and will be implemented at the start of the 2019/2020 school year. The new Cayman Islands National Primary School Curriculum is truly comprehensive, covering a range of subjects with extensive support resources provided to both students and educators. Students will be able to access the same or similar assessments used in England in Key Stages 1 and 2. This access provides a clearer basis of comparison for student academic outcomes between Cayman and England specifically, thereon providing an even benchmark to assess the local level of learning. Our children will be better prepared to compete globally.

Our mission remains centred on nurturing sustainable relationships that will positively impact the education sector. Maintaining the standards of superb educational development for our children remains the core of all our endeavours, towards ensuring that every school is a “good” school. Ultimately, we are a Ministry focused on enabling our people to become productive, valued members of society.

*Hon. Julianna O'Connor-Connolly, JP, MLA  
Minister of Education, Youth, Sports, Agriculture and Lands*

# SECTION 1

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THE OFFICE OF EDUCATION STANDARDS

# THE OFFICE OF EDUCATION STANDARDS

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The Office of Education Standards (OES) is the appointed body responsible for the evaluation of all educational institutions in the Cayman Islands. Education Law (2016) requires the regular inspection of all schools<sup>1</sup>, with a minimum expectation of one inspection every four years.

In 2017, when the OES was established within the Portfolio of the Civil Service, the Minister of Education required that all educational institutions should be inspected even more regularly; at least once every two years. Consequently, following the publication of the inspection and school self-evaluation framework ('Successful Schools and Achieving Students') in June 2018, inspections of schools and early years centres commenced in September 2018.

Between September 2018 and June 2019, 25 schools and early years centres were inspected. As there were a range of aspects of each school evaluated, these were referred to as 'full' inspections. Seven performance standards were reviewed using the published 'Successful Schools and Achieving Schools' framework as a common reference point. The standards included;

1. Students'<sup>2</sup> achievement in English, mathematics and science;
2. Students' personal and social development;
3. Teaching, learning and assessment;
4. The curriculum;
5. Health, safety, support and guidance;
6. Leadership and management;
7. Overall performance.

In early years centre inspections, evaluations of children's achievement followed the Cayman Islands Early Years Curriculum which all settings are required to implement as part of their designated curriculum programme. In such inspections judgements are assigned to each strand within the four areas of learning; communication, exploration, respect and well-being. In all other school inspections, evaluations are made regarding each of quality indicators from 'Successful Schools and Achieving Students' and there is a focus on students' achievement in English, mathematics and science.

<sup>1</sup> Throughout this report the term 'school' is used to refer to all types of educational provision including, for example, early years settings, special schools and specialised provision, further education colleges and both public (state) and private (licensed and independent) educational institutions.

<sup>2</sup> The term 'student' in this report refers to learners of all ages, including children attending Early Childhood Care and Education Centres or Reception classes in public or private settings.

# AN OVERVIEW OF 'SUCCESSFUL SCHOOLS AND ACHIEVING STUDENTS'

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## Helping our students to achieve in key areas of their learning.

1. Attainment in English, mathematics and science in relation to international standards.
2. Progress in English, mathematics and science.

## Promoting our students' personal and social development.

1. Positive behaviour for good learning.
2. Civic and environmental understanding.

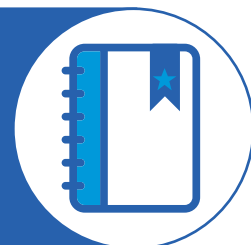


## Ensuring effective teaching to support our students' learning.

1. Teaching.
2. Learning.
3. Assessment.

## Offering a curriculum that meets the educational needs of all of our students.

1. Curriculum quality.



## Keeping our students safe and always supported.

1. Health and safety.
2. Support and guidance.

## Leading and managing our school and developing our links with the community we serve.

1. Leadership.
2. Self-evaluation and improvement planning.
3. Links with parents and the community.
4. Staffing and the learning environment.



## HOW GOOD IS OUR SCHOOL?

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The overall performance of the school will be judged as excellent, good, satisfactory or weak. Follow-Through Inspections will be undertaken on a six-monthly basis to all schools judged as 'weak' and the Follow-Through Inspections will continue until the performance of the school reaches a satisfactory level.

In addition to the 'full' inspections, the Office of Education Standards conducted 'follow-through' inspections of schools and these took place between October 2017 and June 2019. The purpose of such inspections is to report on the progress made by each of the schools in addressing the recommendations from the previous inspection. Where the overall performance judgement of a school is judged as weak, then a follow-through inspection will take place approximately every six months after the last inspection, until the school has satisfactorily addressed the recommendations from the previous 'full' inspection.





# SECTION 2

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**OVERALL SCHOOL PERFORMANCE.  
INSPECTIONS CONDUCTED DURING  
ACADEMIC YEAR 2018-19**

## OVERALL SCHOOL PERFORMANCE. INSPECTIONS CONDUCTED DURING ACADEMIC YEAR 2018-19

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Inspectors use a four-point scale to report on the overall performance of a school.

The four-point scale is as follows;

- **Excellent** – exceptionally high quality of performance or practice
- **Good** – the expected level for every school in the Cayman Islands, both public and private.
- **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.
- **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.

It should be noted that the expected level of performance for every school in the Cayman Islands is good.

The table below includes the names of all schools and early years centres inspected in the current academic year with the assigned overall performance evaluation. The self-evaluation and inspection framework, 'Successful Schools and Achieving Students' was published in June 2018 following a period of consultation and training for school leaders commencing in September 2017. The framework was used for all inspections with effect from September 2018. In this first year of implementation, school leaders have gained greater understanding and confidence using the framework for their own self-evaluation purposes and for school improvement planning.

To complete the inspection cycle, a further 28 schools and early years centres will be inspected between September 2019 and June 2020. A full list of schools and early years centres currently operating in the Cayman Islands is provided in Appendix 2.

# 2018-19 OFFICE OF EDUCATION STANDARDS 'FULL' INSPECTIONS

	SCHOOL	DATE OF INSPECTION	OVERALL PERFORMANCE
PUBLIC SCHOOLS	Clifton Hunter High School	September 2018	Weak
	Creek & Spot Bay PS	January 2019	Satisfactory
	John Gray HS	October 2018	Satisfactory
	Layman Scott HS	October 2018	Satisfactory
	The Lighthouse School	February 2019	Good
	Little Cayman Education Services	January 2019	Satisfactory
	Prospect PS	February 2019	Satisfactory
	Savannah PS	February 2019	Weak
	West End PS	January 2019	Satisfactory
PRIVATE SCHOOLS	Cayman Prep & HS	March 2019	Good
	First Baptist Christian School	March 2019	Satisfactory
	Grace Christian Academy	October 2018	Satisfactory
	Island Montessori <sup>2</sup>	June 2019	Good
	Montessori By The Sea	March 2019	Good
	Starfish Village <sup>2</sup>	February 2019	Good
	Triple C School	May 2019	Weak
	Wesleyan Christian Academy	May 2019	Weak
EARLY YEARS CENTRES	Bright Start EYC <sup>1</sup>	October 2018	Weak
	Discovery Kids EYC	May 2019	Satisfactory
	Just for Kids EYC	January 2019	Satisfactory
	Little Trotters Farm & Nursery School	January 2019	Excellent
	Miss Nadine's EYC	June 2019	Weak
	St. George's Pre-School	January 2019	Satisfactory
	Tiffany's Pre-School	October 2018	Weak
	Tiny Tots Academy	February 2019	Satisfactory

1 Bright Start Learning Centre was inspected in October 2018 and the overall performance was judged to be weak. A follow-through inspection was conducted in May 2019 and the centre was found to have made satisfactory progress in addressing all of the recommendations from the previous inspection.

2 A number of EYC's have, in the last two academic years, extended to include classes providing education to children of statutory school age. These centres (including Starfish Village and Island Montessori schools, for example) have been included in the data analysis in this report within the category of private schools because they have at least one class of school-aged students.



## FOLLOW-THROUGH (FT) INSPECTIONS CONDUCTED FROM SEPTEMBER 2017 AND JUNE 2019

Between September 2017 and June 2019, the Office of Education Standards also completed 19 follow-through inspections. The table below indicates the schools inspected and the evaluation of the progress made by the school in addressing the previous inspection recommendations.

SCHOOL	DATE OF INSPECTION	PROGRESS
Creek and Spot Bay PS	May 2018	Satisfactory
Edna M. Moyle PS	May 2018	Satisfactory
Prospect PS	January 2018	Satisfactory
Red Bay PS	February 2018	Good
Savannah PS	November 2017	Satisfactory
West End PS	June 2018	Good
Bodden Town PS	December 2017	Satisfactory
George Town PS (FT1)	January 2018	Weak
George Town PS (FT2)	September 2018	Weak
George Town PS (FT3)	April 2019	Satisfactory
Cayman Brac Daycare (FT1)	April 2018	Weak
Cayman Brac Daycare (FT2)	October 2018	Satisfactory
East End PS ( FT1)	March 2018	Satisfactory
East End PS (FT2)	November 2018	Satisfactory
Clifton Hunter HS	March 2019	Weak
Tiffany's Pre-School	April 2019	Weak
Sir John A. Cumber PS (FT1)	April 2018	Weak
Sir John A. Cumber PS (FT2)	January 2019	Weak
Bright Start Learning Centre	May 2019	Satisfactory

## SCHOOL PERFORMANCE IN 2018-2019

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The charts below provide an overview of the overall performance of all schools for 2018-2019 academic session, analysing the range of judgements assigned to date for different sectors. There have been 25 inspections conducted with six of the schools judged to be performing at the expected level for Cayman. All but one of the six schools are private schools.

OVERALL PERFORMANCE ALL SCHOOLS AND EYC'S	NUMBER OF TOTAL INSTITUTIONS	PERCENTAGE
Excellent	1/25	4%
Good	5/25	20%
Satisfactory	12/25	48%
Weak	7/25	28%

## PUBLIC SCHOOLS

There have been nine inspections of public schools in 2018-19. There are, in total, eleven primary schools, three high schools, one special school and one further education centre. There are also a number of specialised centres catering for students with a range of additional needs. The nine inspections completed to date represent just over half of the current provision.

OVERALL PERFORMANCE PUBLIC SCHOOLS	NUMBER OF TOTAL INSTITUTIONS	PERCENTAGE
Excellent	0/9	0%
Good	1/9	11%
Satisfactory	6/9	67%
Weak	2/9	22%

## SCHOOL PERFORMANCE IN 2018-2019 (CONTINUED)

### PRIVATE SCHOOLS

There have been eight inspections of private schools in 2018-19. There are, in total, 15 private schools currently licensed and operational within the Cayman Islands. The eight inspections represent just over half of the current provision.

OVERALL PERFORMANCE ALL SCHOOLS AND EYC'S	NUMBER OF TOTAL INSTITUTIONS	PERCENTAGE
Excellent	0/8	0%
Good	4/8	50%
Satisfactory	2/8	25%
Weak	2/8	25%

### EARLY YEARS CENTRES

There have been eight inspections of early years centres in 2018-19. There are, in total, 19 early years centres currently licensed and operational within the Cayman Islands. The eight inspections represent around one third of current provision.

OVERALL PERFORMANCE PUBLIC SCHOOLS	NUMBER OF TOTAL INSTITUTIONS	PERCENTAGE
Excellent	1/8	13%
Good	0/8	0%
Satisfactory	4/8	50%
Weak	3/8	38%

### EVERY SCHOOL A 'GOOD' SCHOOL

In the table below, each school has been categorised according to the percentage of judgements assigned as 'excellent', 'good', 'satisfactory' or 'weak'. The overall performance of a school is dependent upon a number of key judgements including students' progress, teaching quality, leadership and self-evaluation and improvement planning. Guidance regarding the assignation of the overall performance evaluation is given on page 72 of 'Successful Schools and Achieving Students' (Cayman Islands Government, June 2018).



## EVERY SCHOOL A 'GOOD' SCHOOL (CONTINUED)

PERCENTAGE OF EXCELLENT, GOOD, SATISFACTORY AND WEAK JUDGEMENTS ASSIGNED TO EACH SCHOOL						
SCHOOL	PUBLIC/ PRIVATE	EXCELLENT	GOOD	SATISFACTORY	WEAK	OVERALL PERFORMANCE
Little Trotters Farm & Nursery	Private	61%	36%	3%	0%	Excellent
Cayman Prep & HS	Private	31%	65%	4%	0%	Good
Island Montessori	Private	29%	65%	6%	0%	Good
Starfish Village	Private	14%	57%	25%	4%	Good
Lighthouse School	Public	12%	77%	12%	0%	Good
Montessori by the Sea	Private	11%	65%	24%	0%	Good
Prospect PS	Public	0%	39%	61%	0%	Satisfactory
Grace Christian Academy	Private	0%	36%	42%	22%	Satisfactory
St. George's Pre-School	Private	0%	29%	50%	21%	Satisfactory
Creek and Spot Bay PS	Public	0%	22%	78%	0%	Satisfactory
Layman E. Scott HS	Public	0%	22%	72%	6%	Satisfactory
Tiny Tots Academy	Private	0%	22%	71%	7%	Satisfactory
West End PS	Public	0%	22%	67%	11%	Satisfactory
First Baptist Christian	Private	0%	19%	53%	28%	Satisfactory
Discovery Kids	Private	0%	18%	64%	18%	Satisfactory
Little Cayman ES	Public	0%	17%	83%	0%	Satisfactory
Just for Kids	Private	0%	11%	75%	14%	Satisfactory
John Gray HS	Public	0%	0%	72%	28%	Satisfactory
Wesleyan Christian Academy	Private	0%	11%	48%	41%	Weak
Savannah PS	Public	0%	11%	11%	78%	Weak
Triple C School	Private	0%	8%	53%	38%	Weak
Miss Nadine's Pre-School	Private	0%	7%	64%	29%	Weak
Clifton Hunter HS	Public	0%	6%	39%	55%	Weak
Tiffany's Pre-School	Private	0%	4%	29%	67%	Weak
Bright Start <sup>1</sup>	Private	0%	0%	72%	28%	Weak

<sup>1</sup> Bright Start Learning Centre was inspected in October 2018 and the overall performance was judged to be weak. A follow-through inspection was conducted in May 2019 and the centre was found to have made satisfactory progress in addressing all of the recommendations from the previous inspection.

## EVERY SCHOOL A 'GOOD' SCHOOL (CONTINUED)

As may be expected, there is a close correlation between the number and percentage of 'good' and 'excellent' evaluations and the corresponding overall performance of each school. Importantly, where there are identified weaknesses in aspects of health and safety within a school, the overall performance of a school may be judged as weak, particularly if the issues raised have been longstanding or present a notable risk to students and staff.

Inspectors' judgements for all quality indicators in the last round of inspections are shown in the table below. The information reflects the strengths in current school provision in relation to students' positive behaviour for learning and students' environmental and civic understanding. Across both public and private schools, inspectors noted relative weaknesses in assessment, curriculum and self-evaluation and improvement planning. Further comments regarding each of these evaluations are made in the relevant sections of this report regarding public schools and private schools.

QUALITY INDICATOR JUDGEMENTS FOR ALL SCHOOLS	EXCELLENT	GOOD	SATISFACTORY	WEAK
2.1. Positive behaviour for good learning	7 (23%)	19 (63%)	3 (10%)	1 (3%)
2.2. Civic and environmental understanding	5 (17%)	12 (40%)	13 (43%)	0 (0%)
3.1. Teaching	3 (8%)	11 (28%)	18 (45%)	8 (20%)
3.2. Learning	3 (8%)	11 (28%)	19 (47%)	7 (17%)
3.3. Assessment	0 (0%)	4 (10%)	22 (55%)	14 (35%)
4. Curriculum quality	2 (5%)	14 (35%)	12 (30%)	12 (30%)
5.1. Health and safety	3 (8%)	18 (45%)	14 (35%)	5 (13%)
5.2. Support and guidance	4 (10%)	11 (28%)	20 (50%)	5 (13%)
6.1. Leadership	1 (4%)	6 (24%)	13 (52%)	5 (20%)
6.2. Self-evaluation & improvement planning	0 (0%)	7 (28%)	8 (32%)	10 (40%)
6.3. Links with parents and the community	3 (12%)	11 (44%)	11 (44%)	0 (0%)
6.4. Staffing and the learning environment	1 (4%)	4 (16%)	19 (76%)	1 (4%)

## SUMMARY

Of the 25 schools inspected to date, six schools were judged to be performing at the expected level ('good' or better). Five of the six are private schools and one is a public school. The six schools represent around one quarter of all schools inspected in 2018-19.

The six schools are;

- Cayman Prep and High School
- Little Trotters Farm and Nursery School
- Starfish Village/Village Montessori
- Island Montessori
- Montessori by the Sea School
- The Lighthouse School

Cayman Prep and High School caters for students from four to 18 years. The Lighthouse School is the only all-age government school in the Cayman Islands and offers places to students with special educational needs from age five to 17 years. Three of the six schools (Island Montessori, Montessori by the Sea and Starfish Village/Village Montessori) follow a Montessori curriculum based on the principles of learning central to the Montessori philosophy. Little Trotters Farm and Nursery School is the only educational institution in 2018-19 judged to offer an 'excellent' quality of education overall.

The charts below provide an overview of the number and percentage of students attending different categories of schools inspected during 2018-19.

HOW MANY STUDENTS ATTEND 'GOOD' OR BETTER SCHOOLS?	NUMBER OF STUDENTS	PERCENTAGE
Excellent	86	1%
Good	1,406	24%
Satisfactory	2,326	40%
Weak	2,023	35%
Total	5,841	100%

Only around one quarter of all children in the schools inspected during 2018-19 currently attend institutions which were judged to offer a 'good' or 'excellent' education overall.



## SUMMARY (CONTINUED)

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A majority of the public schools inspected during 2018-19 were found to offer a satisfactory quality of education overall. This represents some improvement from the last round of inspections conducted in 2014-15 during which the overall performance of most public schools was evaluated as 'unsatisfactory'. Nevertheless, there is currently no mainstream public school which meets the expected level in terms of overall performance quality.

A review of the private schools and early years centres whose overall performance was judged to be 'good' or 'excellent', highlighted that all six schools were noted to have fees in the middle to high fee bracket category.<sup>1</sup> Consequently, of the schools inspected to date, there are, at present, no schools performing at the expected level within the low fee bracket.



<sup>1</sup> Fees vary according to the age of the student. This information is based upon an average fee per month calculated for students attending a school or early years centre on a full-time placement.

## KEY FACTS REGARDING THE OVERALL PERFORMANCE OF SCHOOLS, FOLLOWING COMPLETION OF THE FIRST 25 INSPECTIONS

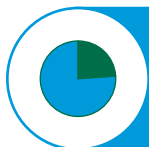
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Only around one quarter of all schools inspected to date are performing at the 'expected' level (good or better).



Almost all of the institutions performing at the expected level are private schools or privately operated early years centres.



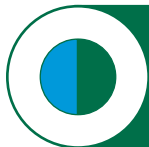
Only around one quarter of Cayman Islands students are attending good or excellent schools.



Montessori curriculum schools feature prominently amongst the group of higher performing private schools.



There is currently only one public school performing at the expected level ('good' or better) and that is The Lighthouse School.



Around half of the private schools inspected so far are performing at the expected level.



The fees for the private schools and EYC's performing at the expected level ('good' or better) are all in the 'middle' to 'high' fee bracket.



Most public schools are performing at the minimum level of quality for the Cayman Islands ('satisfactory') and this constitutes some improvement since the last full round of inspections conducted in 2014-15, when most public schools were judged to be performing at an 'unsatisfactory' level.

# 2018 - 2019 SCHOOL PERFORMANCE INSPECTION RESULTS

## Overview: performance of schools and early years centres in 'full' inspections'.



Total number/percentage of schools and early years centres (public & private)

1 [4%]

5 [20%]

12 [48%]

7 [28%]

Total 25 [100%]

Number/percentage of students/children attending each category of school

86 [1%]

1,406 [24%]

2,326 [40%]

2,023 [35%]

Total 5,841 [100%]



● Excellent

● Good

● Satisfactory

● Weak

'Good' is the expected level for every school in The Cayman Islands, both private and public.

# SECTION 3

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**CASE STUDY: LITTLE TROTTERS  
FARM & NURSERY SCHOOL**



## CASE STUDY:

### LITTLE TROTTERS FARM & NURSERY SCHOOL

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#### REFLECTIONS ON INSPECTION BY LESLEY MADDOCK (EARLY YEARS MANAGER - LITTLE TROTTERS)

In January 2019, our school, Little Trotters Farm and Nursery School, was evaluated by the Office of Education Standards. The experience was nerve racking, exhausting but ultimately exhilarating. We were overjoyed to receive the subsequent judgement of 'excellent'. Our teachers were understandably elated and incredibly proud to have achieved the highest rating possible. Their hard work and dedication to the children and to their jobs was validated and their overall approach to education at Trotters deemed to be excellent. The effect that this has had upon staff morale cannot be underplayed. The teachers at Little Trotters are wonderful and this only made them believe in themselves all the more. For the school's management, the external validation has strengthened our belief in what we do and has compounded our dedication to the pursuit of educational excellence. Following the publication of the results, the school was contacted by local press, including the Cayman Compass and Cayman 27. We also had a visit from the Department of Education Services and received a certificate reflecting our achievement of excellence. Most importantly, staff from the Ministry of Education reached out to see if we would be willing to host





## CASE STUDY: LITTLE TROTTERS FARM & NURSERY SCHOOL (CONTINUED)

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visits from other pre-schools, to model good practice and inspire teachers. We have, to date, had three pre-schools come to visit. One had already been inspected and two were awaiting inspection. We are keen to open our doors and assist in any way possible. As such, we spent time with school management teams and extended absolute transparency in sharing our paperwork and documentation in order to support the running of their schools. We also had teachers come to observe and look for ideas that could be implemented in their setting. We very much hope to be able to continue with such opportunities and welcome visits from other schools.

In our final meeting with the inspection team back in January, we were given a number of ideas and pointers with regard to areas that could be strengthened. Although our report only listed two recommendations, in total we were given 17 points to work on. Each of these points were valid, pertinent and viable within our setting. These external suggestions of best practice were invaluable and have been incorporated into what we do. We have applied ourselves to making these adjustments and modifications in order to best serve our children and our school. The value placed on us by the inspection report has also strengthened our belief in training opportunities for our teachers. Continued growth and exposure to new ideas can only benefit all involved and we have prioritised this in the coming school year.

## CASE STUDY: LITTLE TROTTERS FARM & NURSERY SCHOOL (CONTINUED)

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As we look back on the past year it is fair to say that, although the thought of being inspected was daunting, the actual inspection was professional, considered and kind. In the lead up to our inspection, we attended the 'Successful Schools and Achieving Students' course run by the Office of Education Standards. This was invaluable. The course that we attended was tailored to pre-schools and outlined what to expect during the inspection days, exactly what the inspectors are looking for and also how to write a self-evaluation document. The 'Successful Schools and Achieving Students' framework and published reports are insightful for one's own information purposes. To look closely at the functioning and the results of a school gives a valuable perspective in order to form plans for future development.

If there was any advice that could be given to schools still awaiting their inspection, it would be to seize the opportunity for the input and feedback that the Office of Education Standards gives. It is incredibly proactive, valuable and appropriate. Remember that this is your moment to shine!



# **SECTION 4**

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## **STANDARDS OF TEACHING IN CAYMAN ISLANDS SCHOOLS**



# STANDARDS OF TEACHING IN CAYMAN ISLANDS SCHOOLS

In every school inspection, lesson observations are conducted and evaluations are made regarding the quality of teaching in each lesson. In almost all cases, all teaching staff working full-time at the school are observed and, depending upon the size of the school, individual members of staff may be observed more than once as determined by their remit or areas of responsibility. In primary or elementary classes, for example, the home-room teacher may be observed several times as they are often responsible for all or most subjects within the curriculum programme. In public schools and private secondary institutions, specialist staff are also included within the observation schedule and, although the inspection report focuses on students' achievement in English, mathematics and the sciences, teachers of other subjects are also included in the programme of observations to provide as comprehensive overview as possible of the quality of teaching within a school.

The data below relates to all of the 'full' inspections conducted during 2018-19 and does not include the lessons inspectors observed during follow-through visits.

THE QUALITY OF TEACHING IN ALL CAYMAN SCHOOLS AND EARLY YEARS CENTRES				
	ALL SCHOOLS (%)	ALL PUBLIC SCHOOLS (%)	PRIVATE SCHOOLS (%)	EARLY YEARS CENTRES (%)
<b>EXCELLENT</b>	74 (7%)	13 (3%)	40 (11%)	21 (11%)
<b>GOOD</b>	351 (33%)	166 (31%)	156 (42%)	29 (16%)
<b>SATISFACTORY</b>	441 (41%)	219 (45%)	134 (36%)	88 (48%)
<b>WEAK</b>	213 (19%)	121 (21%)	45 (12%)	47 (25%)
<b>TOTALS</b>	1,079 (100%)	519 (100%)	375 (100%)	185 (100%)

Over 1,000 lessons were observed, in total, during the inspections conducted in 2018-19. There were more examples and a higher percentage of 'good' and 'excellent' lessons noted in private schools compared to public schools. Similarly, there were relatively fewer 'weak' lessons identified in private schools.

In early years centres there were comparatively fewer examples of 'good' and 'excellent' lessons observed and the highest percentage of 'weak' lessons were noted.

In public schools, although there were fewer episodes of 'excellent' teaching observed, the percentage of 'good' lessons was higher than that noted in early years centres but less than in compatible age classes in the private school sector.

## STANDARDS OF TEACHING IN CAYMAN ISLANDS SCHOOLS (CONTINUED)

In the public primary schools, during the follow-through inspections conducted in 2017-18, five per cent of lessons were evaluated to be excellent, 30% were good, 50% were satisfactory and 15% were weak. Considering the observations undertaken as part of the 'full' inspections in 2018-19 in primary schools, there has not yet been any significant improvement in the quality of teaching in the period of one year between each set of inspections.

An analysis of the judgements assigned to lessons observed in public primary and public secondary schools indicates a higher percentage of good teaching in secondary schools compared to primary.

### INSPECTION JUDGEMENTS

Inspectors evaluate the quality of teaching in each phase of the school. So, for example, an all-through private school offering a US curriculum may operate with four phases, including Kindergarten, elementary, middle and high school classes. In an inspection conducted by the Office of Education Standards, the process requires inspectors to evaluate the quality of teaching for each of the four phases for the school. Consequently, larger schools will receive a greater number of evaluations because there will be judgements assigned to the different phases of the school. The table below indicates the percentage of judgements assigned by inspectors to different categories of schools and the various phases within each of the schools.

ALL TEACHING JUDGEMENTS						
	ALL SCHOOLS (%)	EARLY YEARS CENTRES (%)	PUBLIC SCHOOLS (%)	PRIVATE SCHOOLS (%)	PRIMARY SCHOOLS (%)	SECONDARY SCHOOLS (%)
<b>EXCELLENT</b>	3 (8%)	1 (13%)	0 (0%)	2 (9%)	0 (0%)	2 (18%)
<b>GOOD</b>	11 (28%)	0 (0%)	2 (20%)	9 (41%)	6 (40%)	3 (27%)
<b>SATISFACTORY</b>	18 (45%)	5 (63%)	6 (60%)	7 (32%)	6 (40%)	4 (36%)
<b>WEAK</b>	8 (20%)	2 (25%)	2 (20%)	4 (18%)	3 (20%)	2 (18%)
<b>TOTALS</b>	40 (100%)	8 (100%)	10 (100%)	22 (100%)	15 (100%)	11 (100%)

The number of good and excellent judgements in relation to the quality of teaching was higher in private schools compared to public schools and early years centres. Furthermore, within all schools, it is notable that the largest proportion of good and excellent judgements regarding teaching quality was in the secondary/middle or high school phase.

Overall, around one fifth of all lessons observed during the 'full' inspections conducted in 2018-19 were judged to be 'weak'. The highest percentage of 'weak' lessons was noted in early years centres and the least were in private schools.



## STANDARDS OF TEACHING IN CAYMAN ISLANDS SCHOOLS (CONTINUED)

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Inspectors prioritise recommendations related to teaching within each school report because the impact of good teaching upon students' progress is known to be significant. A review of the published reports for 2018-19 identified the relatively high number of recommendations relating to teaching across all schools.

To further improve the quality of teaching and support students' good progress over time, the Office of Education Standards identified the following areas requiring improvement across sectors.

- Teachers' planning should include clear learning objectives which are achievable in the time available and which are closely aligned to the overall curriculum guidance for each stage and age. Teachers in their planning and also in the actual delivery of the lesson must be able to adapt lessons with flexibility and they must have evidently different outcomes in mind for those students who are working above grade standard.
- Across all stages of education in Cayman, teachers' low expectations of students remain a fundamental barrier and too often restrict the pace of students' progress.
- Tasks prepared for students should provide sufficient challenge and the content of lessons must be well matched to the levels of demonstrated achievement evident from assessment data available to teachers.
- Wherever possible, teachers should incorporate meaningful and purposeful contexts for learning within their programme. Students' engagement in learning will be enhanced when activities have real-life relevance and application.
- In early years centres, lengthy whole group activities, tasks that lack purpose and extensive teacher-talk restricts the engagement and practical learning opportunities for children. Play activities are central to the learning programme to be offered in such contexts but, as necessary, such provision will need to be enhanced with timely intervention and direction by adults to support specific learning objectives. The daily programme in early years classes needs to include sufficient practical learning time as well as appropriate time for breaks, snacks and rest.
- Inspectors found that performance management arrangements of staff at times lack rigour and do not have sufficient impact upon the actual quality of teaching over time. As well as unannounced lesson observations, school leaders should undertake regular meetings with teachers to check the progress made by students. The rubric used by schools to evaluate teaching should be aligned to the 'Successful Schools and Achieving Students' framework and measurable targets should be set for each teacher on a regular basis to support ongoing improvement in teachers' performance.

# SECTION 5

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## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS

# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS

SCHOOL	OVERALL PERFORMANCE
Clifton Hunter High School	Weak
Creek & Spot Bay PS	Satisfactory
John Gray HS	Satisfactory
Layman Scott HS	Satisfactory
The Lighthouse School	Good
Little Cayman Education Services	Satisfactory
Prospect PS	Satisfactory
Savannah PS	Weak
West End PS	Satisfactory

Nine public schools were inspected during the academic session 2018-19. The report for each school can be found by following the links in Appendix 1.



## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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All three public secondary schools were inspected in 2018-19. The main findings from those reports are summarised in the Office of Education Standards publication, 'Government Secondary Schools Summary Report' (December 2019). The Inspectorate made a number of recommendations to the Ministry of Education in December 2018 to address identified weaknesses in provision. These were:

1. To help ensure an improved and sustained rate of students' academic progress, the Ministry of Education and school leaders should review staff 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 improvements to students' attainment in core subjects.
2. In undertaking a 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.
3. The Ministry of Education should include Key Stage 3 within the ongoing review of the curriculum to ensure a better transition from primary into early secondary years and enhanced progress from Years 7 to 9.
4. 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.
5. 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 on Cayman Brac.
6. Principals of all three schools should review the survey responses of students regarding aspects of care and welfare and, through further discussion with the relevant student councils and other representative student groups, identify and address aspects of concern that have led to low levels of satisfaction.
7. 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.
8. 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 the correct chronological year group.

## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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Across all nine public schools inspected during 2018-19, inspectors identified a number of strengths and areas requiring improvement. Most public schools enjoyed positive links with parents although, in a number of cases, a significant proportion of the parents did not always engage frequently with the school to help support their child's learning. Consequently, a majority of public schools had well developed systems for communication which included regular newsletters, use of social media and information meetings. They offered instructional sessions for parents about the curriculum and about other initiatives. In the public schools there was significant scope to further develop the contribution of parents and the wider community within the governance arrangements of the schools. In all public schools, the websites required improvement to help enhance the communication between home and school and further promote students' achievement.

In the public secondary schools, particularly at Key Stage 4, the range and breadth of courses and examination options for students were diverse and often flexible to meet students' interests and skills. So, for example, the inclusion of various vocational options and different qualification routes offered good choice and diversity for students. This was frequently supported by well managed work experience opportunities in the secondary years.

In all public schools, students benefited from positive guidance and support, particularly as a result of the high staffing levels in schools which often incorporated a range of specialists who helped manage the assistance offered to students with additional needs.

The leadership of the principal in many of the public schools has been central to the improvements noted in the schools since the last round of inspections in 2014-15. At the time of the baseline inspection of 2014-15, leadership was judged to be unsatisfactory in eight out of ten schools. This has improved and, in the most recent round of inspections, leadership was judged to be satisfactory in most schools. In almost all cases, the leadership of the principal has been supplemented by the development of leadership teams within the schools including, for example, subject co-ordinators of mathematics, literacy and science in primary schools. Although this tier of middle leadership is developing and staff require further experience and training, there is evidence of more effective strategic management in public schools, greater levels of autonomy and more accurate self-evaluation which help form the basis for ongoing improvement.



## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

Inspectors identify a number of strengths in each school at the time of the inspection. A summary of the key strengths made for each of the public schools following the 2018-19 inspections is provided in the chart below.

PUBLIC SCHOOL REPORTS IN WHICH PARTICULAR STRENGTHS WERE IDENTIFIED									
	Clifton Hunter HS	Creek & Spot Bay PS	John Gray HS	Layman E. Scott HS	The Lighthouse School	Little Cayman Education Services	Prospect PS	Savannah PS	West End PS
KEY STRENGTHS									
Links with parents and the community					X		X	X	X
Leadership			X		X		X		X
Students’ behaviour		X				X	X		X
Extra-curricular opportunities	X	X	X						
Curriculum				X		X	X		
Support for vulnerable students, including those with SEN	X	X							X
Teaching			X		X	X			
Students’ civic and environmental awareness				X				X	
Promotion of healthy lifestyles								X	X
Health and safety							X		
Guidance and Support					X				
Achievement			X						
School premises	X								

## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

Inspectors make a number of recommendations at the time of each inspection. A summary of the recommendations made for each of the public schools following the 2018-19 inspections is provided in the chart below.

PUBLIC SCHOOL REPORTS IN WHICH RECOMMENDATIONS WERE MADE IN RELATION TO THE STATED IDENTIFIED THEME									
RECOMMENDATIONS	Clifton Hunter HS	Creek & Spot Bay PS	John Gray HS	Layman E. Scott HS	The Lighthouse School	Little Cayman Education Services	Prospect PS	Savannah PS	West End PS
Teaching	X	X	X	X		X	X	X	
Leadership & Self-Evaluation		X		X		X		X	X
Assessment	X		X	X	X			X	
Curriculum	X		X			X		X	X
Achievement	X		X			X	X		X
Staffing, facilities & resources			X	X			X		
Teachers’ Expectations							X	X	
Health and Safety		X		X					
Admissions	X		X						
Behaviour Management	X							X	
Resources					X				
Healthy Lifestyles		X							
SEN							X		
Technology							X		

## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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Weaknesses in the curriculum were identified in five of the nine public school inspections this year and were noted also following the completion of the follow-through inspections of the public primary schools in 2017-18. The curriculum in primary schools was judged in the Office of Education Standards Annual Report 2018 to 'require a systemic and holistic review'. The Ministry of Education has commenced this process and the revised curriculum for primary years was introduced in August 2019. The full inspections of government secondary schools identified the need for curriculum review also at Key Stage 3 and this remains an ongoing requirement as stated in the Office of Education Standards, 'Government Secondary Schools Summary Report' (December 2018) and in the individual school reports for Clifton Hunter High School, John Gray High School and Layman E. Scott High School.

Assessment practices in public schools will need to be refined to align with developments to the curriculum. In this round of inspections, across all public schools, assessment practices were noted to require improvement. There was a broad range of assessments undertaken and teachers benefited from a good range of information relating to each student's ability and achievement at key points in their education. This information was not used well by staff to adapt the content of lessons and senior leaders did not use the information to adapt the curriculum to meet the diverse range of the students' learning needs. Furthermore, school leaders did not make good use of the assessment information relating to students' progress to hold teachers to account for their performance.

# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

## STUDENTS' ACHIEVEMENT

Students' achievement in public schools at the end of the primary years, in key subjects (English, mathematics and science) remains below international standards and this was identified as an area requiring improvement in five individual reports. Overall, in these subjects and within aspects of English (reading and writing), assessment results indicates little improvement over time, particularly since the last round of inspections in 2014-15.

By the end of the primary years, in 2019, less than three quarters of the Year 6 cohort achieved at the expected level in reading, writing and mathematics (level 4 or better). Although there was some improvement in the results in reading between 2018 and 2019, overall progress from year to year has been too variable across all subjects and from school to school.

PUBLIC SCHOOL YEAR 6 ASSESSMENT RESULTS 2014-2019						
Y6 SAT'S RESULTS	READING		WRITING		MATHEMATICS	
	LEVEL 4+	LEVEL 5	LEVEL 4+	LEVEL 5	LEVEL 4+	LEVEL 5
2019	68	21	50	9	57	20
2018	59	9	66	22	62	22
2017	61	21	47	8	52	12
2016	59	12	61	18	52	16
2015	73	23	62	12	43	11
2014	77	36	50	12	48	15

## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

Similarly, at the end of the secondary phase, when the students sit external examinations in Year 11, achievement in key subjects is well below international standards because too few students leave secondary school achieving the expected level in the Caribbean Secondary examination or in the International General Certificate of Education. The table below indicates the percentage of students achieving at the expected level in five or more subjects over the last four years.

PUBLIC SCHOOL YEAR 11 ASSESSMENT RESULTS 2016-2019			
5 OR MORE LEVEL 2 PASSES, INCLUDING ENGLISH AND MATHEMATICS	CLIFTON HUNTER	JOHN GRAY	LAYMAN E. SCOTT
2019	37.4	36.6	72.2
2018	38.9	33.5	47.6
2017	43.7	38.3	83.3
2016	38.7	31.7	59.1
5 OR MORE LEVEL 2 PASSES, IN ANY RECOGNISED SUBJECT	CLIFTON HUNTER	JOHN GRAY	LAYMAN E. SCOTT
2019	57.7	57.6	94.4
2018	42.5	46.8	71.4
2017	53.7	52.6	83.3
2016	53.4	58.4	77.3



# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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## STUDENTS' BEHAVIOUR

PERFORMANCE STANDARD 2.1	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	70%
SATISFACTORY	20%
WEAK	10%

Students' behaviour and attitudes to learning was found to be good in most contexts and better in primary schools. During the academic year 2018-19, the Ministry of Education had introduced a new dress code and uniform policy for students in primary and secondary schools. Inspectors found that almost all students followed the agreed uniform policy and that attendance was broadly satisfactory. This data included authorised absences. Public schools had appropriate arrangements in place to address bullying and most students in their survey responses indicated confidence that school staff would deal appropriately with incidents should they arise. Relationships between staff and students were mostly positive and affirmative. However, in their survey responses, a significant minority of students judged that the behaviour of their peers in school was not good. Inspectors identified that most students demonstrated good civic and environmental understanding. In many schools the students were actively involved in projects which raised awareness regarding sustainability and environmental protection. A few schools benefitted from student councils which included representation from different age groups and which allowed students to discuss issues relating to aspects of the schools' management. There was significant scope for these groups to make a more regular and significant contribution to school improvement.

# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

## CURRICULUM

PERFORMANCE STANDARD 4	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	40%
SATISFACTORY	50%
WEAK	10%

The primary curriculum has been under review during the academic year 2018-19 and the aim is to align the content and standards to that evident in the best performing schools internationally. This review was necessary because the primary curriculum was outdated and had not been revised or adapted for a number of years. The revised primary curriculum was introduced at the start of the new academic session 2019-20.

Overall, the curriculum was found to be of good quality in the two phases (both primary and secondary) of The Lighthouse School because it had been suitably adapted to the specific needs of the students in the school requiring additional support in their learning.

Three of the public primary schools follow the International Baccalaureate Primary Years Programme (PYP). This provision was found to be of variable quality and despite successful accreditation in certain cases, the links between Ministry of Education expectations in English, mathematics and science and the PYP curriculum required further development to ensure suitable coverage and a good pace of progress from year to year.

In the early secondary years, from Years 7 to 9, the curriculum in government secondary schools required improvement because it was outdated and lacked coherence and structure. Inspectors also found that the curriculum lacked challenge and, in the case of certain subjects, the content was not sufficiently well planned to help ensure students' good progress. Examples of repeated content from year to year were found during inspections and transition arrangements from the end of primary to the early secondary phase was not always carefully managed to help avoid unnecessary repetition of curriculum content.

## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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The number of school days in each academic year in public schools in Cayman is usually in the region of 185. This is less than that required in public schools in the UK, for example, where the academic year lasts, on average, 190 days. The length of the school day in Cayman public schools is compatible with other schools internationally but the fact that students attend fewer days in total and their attendance is only around 93% on average are potential contributory factors in explaining students' relatively low achievement. These are factors which require further consideration by the Ministry of Education in the context of developing the public primary and secondary school curriculum and improving students' academic outcomes.

During the inspections of public primary schools in 2018-19, all of the Reception classes were observed. Children in these classes are aged four to five years. There was a notable inconsistency in the curriculum requirements and expectations across all of the schools at this important stage of the students' education. Most schools followed the Cayman Islands Early Years Curriculum because this was age-appropriate but the gap between curriculum requirements at Year 1 and the end of Reception was significant, leading to slow progress for a significant number of children in the early years and Key Stage 1 phases of their education. Although tasks were often play-based and therefore appropriate to the needs of the children, teachers' expectations were not sufficiently high to maximise learning in the various tasks prepared for the children. Although a high proportion of the children attending Reception classes had benefited from some degree of pre-school experience, the quality of such was often variable and teachers' low expectations of children affected the pace of progress, particularly in key aspects of the curriculum, including literacy and numeracy.

# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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## HEALTH AND SAFETY

PERFORMANCE STANDARD 5.1	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	40%
SATISFACTORY	60%
WEAK	0%

Most public schools premises were found to be clean and well maintained. Appropriate numbers of security personnel were in place and, in almost all cases, staff had been trained in first aid and child protection matters. Supervision levels were appropriate and policies and guidance documents were in place to ensure student safety. Public primary schools were successful in promoting students' awareness of healthy lifestyles. Most secondary schools employed counsellors whose role included providing advice to students regarding the dangers of drugs and alcohol.

In a few schools inspectors noted that there had not been a recent fire inspection of the school premises and this presented some risk to staff and student safety. Such inspections should be undertaken at least once every year and the Office of Education Standards found that all three public secondary schools had incomplete or outdated fire inspection reports. In a number of primary schools also it was noted that infractions identified in previous fire inspection reports had not been satisfactorily addressed. Risk assessments in relation to school trips or residential visits were not always found to be in place and, in a few cases, open access to the school site presented a further risk to students and staff.

Although staff gave sufficient attention within the curriculum to matters of personal safety and healthy lifestyle choices, there was insufficient attention within the planned programme regarding e-safety, particularly in the early secondary and late primary years to help prepare the students for the dangers they could face in their use of the internet and social media.

Although school sites were generally well-maintained, a number had open access and arrangements to monitor and regulate visitors to schools required improvement to help ensure students' safety at all times. Most schools required visitors to sign in but such arrangements were not always fully effective due to the dispersed nature of certain school facilities.

# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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## SUPPORT AND GUIDANCE

PERFORMANCE STANDARD 5.2	OES INSPECTION JUDGEMENTS
EXCELLENT	20%
GOOD	30%
SATISFACTORY	40%
WEAK	10%

Effective practice in terms of support and guidance was observed in The Lighthouse School and in a number of public primary schools. All public schools were inclusive and, in general, had well developed arrangements to track students' attendance and behaviour. Older students, particularly in Clifton Hunter High School benefited from a good programme to support work experience and well managed careers guidance helped prepare students at the end of their secondary years for employment or for the next stage of their education.

Across different public schools the quality of support for students with special educational needs was variable. It was most effective for those students with more complex needs. The use of specialist units attached to schools, such as the Beacon Learning Centre on Cayman Brac, was noted to be successful in providing a specialised provision alongside access to mainstream learning. In such contexts, students benefited from expert and personalised support to meet their diverse needs. These included occupational therapy, speech therapy, counselling and effective use of digital technology to support students' communication. In public primary schools there were well organised intervention programmes in place, which helped students requiring additional support in their reading or mathematical skills.

In schools in which aspects of support and guidance required development, the main weakness related to the inconsistency in planning and delivery of support for students with additional needs. For example, staff prepared individual education plans and these were used effectively when students were working in small groups led by specialist intervention teachers. However, in the students' main class, home-room teachers did not make sufficient use of this information and tasks were not always well adapted or revised to meet the specific learning needs of individual students.



# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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## LEADERSHIP

PERFORMANCE STANDARD 6.1	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	22%
SATISFACTORY	67%
WEAK	11%

Leaders in public schools have been largely successful in addressing the recommendations from the previous round of inspections which took place in 2014-15. Most public school principals have demonstrated a strong capacity to make the required improvements to their schools and are well qualified and appropriately experienced. The Ministry of Education has taken decisive action, when necessary, to address weaknesses in leadership. Where leadership has been judged to be good, the principals were noted to offer a clear vision and clarity in strategic direction. They have been successful in effecting the required changes in schools, when necessary, in relation to students' behaviour, the curriculum, self-evaluation and improvement planning. In such cases the principal and other senior leaders are ambitious for their schools. They are outward-looking; seeking to find out about best practice internationally and implementing change as they consider necessary in their own schools.

There was evidence also in the recent round of inspections of greater autonomy and responsibility devolved to school leaders in terms of school improvement planning and self-evaluation. In general, within one year of the establishment of the self-evaluation framework, public school leaders have been effective in gathering evidence and reviewing the strengths and weaknesses of their schools. The plans for improvement are now more closely linked to the needs of individual schools rather than generic goals applicable across all public schools.

## THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

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In the last two years there has been increased staffing in leadership roles assigned to the public schools. For example, in a number of primary schools, the deputy principal has been given a non-class based role and leaders of English, mathematics and science have also been appointed. This investment has led to greater devolved leadership and accountability within the public schools. However, during the inspections of 2018-19, it was noted that the recently appointed leaders within such roles have yet to have significant impact on their areas of responsibility. At times their job descriptions were not yet well defined to allow deliberate impact within their areas of responsibility.

There have also been important developments within teachers' performance management arrangements in public schools in the last academic session. The process by which teachers' work is evaluated has become more comprehensive and aligned more closely to the self-evaluation framework. Arrangements require further development in a few public schools to ensure accuracy in evaluations because, at times, the judgements were found to be over generous. Also, the observations of teachers at work should include unannounced observations with clear targets for improvement to which teachers are held accountable.

At present there are no formal governance arrangements in place for public schools beyond the oversight offered by officers from the Ministry of Education. Consequently, the involvement of parents, staff and students in the strategy for improvement of their schools requires improvement and strategic development.

# THE PERFORMANCE OF CAYMAN ISLANDS PUBLIC SCHOOLS (CONTINUED)

## LINKS WITH PARENTS AND THE COMMUNITY

PERFORMANCE STANDARD 6.1	OES INSPECTION JUDGEMENTS
EXCELLENT	11%
GOOD	44%
SATISFACTORY	44%
WEAK	0%

Links with parents and the local community was good or better in more than half of all of the public schools inspected during 2018-19. In most schools an active Parent-Teachers Association exists to assist with fund raising and planning special events to help enhance the children's learning experiences. Overall, the public schools enjoyed positive links with other schools and local businesses and these often extended the curriculum opportunities for students of all ages. For example, at the secondary stages, links with local industry offered sponsorship and practical support for mentoring and work experience programmes. Charitable organisations, such as 'Literacy is for Everyone' (LIFE), have helped increase the resources available in schools and LIFE has supported the reading programme through a co-ordinated strategy of regular reading practice with trained volunteers. Parents of children in public schools expressed a high level of satisfaction with the quality of education, particularly in the primary years.

Both primary and secondary public schools had devised a number of effective strategies for communication between home and school. It was the case, however, that the level of engagement of a significant minority of parents with the school and in their own children's education was less than desired by school teachers and leaders. Many of the schools offered curriculum evenings and open events to provide information regarding the programmes delivered and how best to support learning at home. In almost all cases these events were noted to be poorly attended. In the early years and primary classes arrangements to support home reading were in place but not effectively co-ordinated or managed by class teachers to ensure regularity of practice and promotion of children's love of reading. School reports were issued with sufficient regularity but they, at times, lacked detail and in certain schools did not offer clear information to parents regarding the standards of attainment expected and achieved. Public school websites require further development to include regular updates regarding events and students' achievements.





# **SECTION 6**

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## **THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS**



## THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS

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SCHOOL	OVERALL PERFORMANCE
Cayman Prep & HS	Good
First Baptist Christian School	Satisfactory
Grace Christian Academy	Satisfactory
Island Montessori	Good
Montessori By The Sea	Good
Starfish Village	Good
Triple C School	Weak
Wesleyan Christian Academy	Weak

Eight private schools were inspected during the academic session 2018-19. The report for each school can be found by following the links in Appendix 1.

There had been a significant time span between inspections of private schools in Cayman. In certain cases the last inspection was more than eight years previously. The eight schools that were inspected in 2018-19 offered a diverse range of curricula and several included a mix of curriculum content depending on the age and stage of the students in attendance. Two schools, Island Montessori and Starfish Village, had recently introduced statutory-age classes progressing from early years age groups into infant classes. Three of the schools, Triple C School, Grace Christian Academy and First Baptist Christian School followed a US-style curriculum based on different state standards. Most of the private schools were characterised by a Christian ethos.

Of the four schools whose overall performance was judged to be good, three followed a Montessori curriculum in most classes. In these schools, Montessori philosophy and methods formed the basis to approaches to teaching. In such contexts there is a strong focus upon students' responsibility for learning and resources are carefully selected to facilitate students' motivation and engagement. Inspectors found the quality of teaching in the Montessori schools to be effective because staff planned with due care and attention to the interests and learning needs of the students in their care. Behaviour was good because lessons motivated students and there was a good balance between child-led and adult directed activities.

## THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

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In two of the private schools, Triple C School and Wesleyan Christian Academy, there were important weaknesses in the curriculum and in teaching at certain stages and, as a consequence, students did not make the progress of which they were capable. Only one school inspected this year, Cayman Prep and High, provided high quality secondary provision and in this school academic outcomes were often excellent as a result of consistently effective teaching throughout the school.

Only a few of the private schools benefited from accreditation. This was because a number were relatively new establishments and were growing in student numbers or recently expanding into statutory age classes. Others were considering introducing some form of external quality assurance but had yet to finalise the programme to be introduced. Schools that had initiated accreditation were often linked to Christian focused evaluation, such as that offered by ACSI (Association of Christian Schools International). There was a need across all private schools in Cayman to include external verification processes which focused appropriately on academic standards and accreditation which validated with sufficient rigour, where relevant, the graduation qualifications provided by the school.



## THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

Inspectors identify a number of strengths in each school at the time of the inspection. A summary of the key strengths made for each of the private schools following the 2018-19 inspections is provided in the chart below.

PRIVATE SCHOOL REPORTS IN WHICH PARTICULAR STRENGTHS WERE IDENTIFIED	Cayman Prep & HS	First Baptist Christian School	Grace Christian Academy	Island Montessori	Montessori By The Sea	Starfish Village	Triple C School	Wesleyan Christian Academy
KEY STRENGTHS								
Students' behaviour and attitudes to learning	X	X	X	X	X	X		X
Links with parents and the community	X				X	X	X	
Health and safety		X		X		X		X
Ethos		X				X	X	
Teaching	X		X	X				
Leadership				X	X			X
Achievement	X		X					
Students' civic & environmental understanding	X	X						
Curriculum					X			
Christian education curriculum			X				X	
Learning environment				X		X		
Support for students with special educational needs					X			

## THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

Inspectors make a number of recommendations at the time of each inspection. A summary of the recommendations made for each of the private schools following the 2018-19 inspections is provided in the chart below.

PRIVATE SCHOOL REPORTS IN WHICH RECOMMENDATIONS WERE MADE IN RELATION TO THE STATED IDENTIFIED THEME								
RECOMMENDATIONS	Cayman Prep & HS	First Baptist Christian School	Grace Christian Academy	Island Montessori	Montessori By The Sea	Starfish Village	Triple C School	Wesleyan Christian Academy
Assessment	X	X		X	X		X	
Curriculum	X	X				X	X	X
Achievement		X			X		X	X
Monitoring and evaluation				X	X			
Technology			X			X		
Accreditation	X		X					
Governance			X	X				
Leadership			X				X	
Teaching in Early Years			X					
Health and safety							X	
Self-evaluation and improvement planning		X						

## THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

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### STUDENTS' ACHIEVEMENT

The eight private schools inspected during 2018-19 offer a diverse range of curricula and, consequently, use a breadth of external and internal assessments to check student achievement at different stages of the school. Although a minority of the schools followed the English National Curriculum at some or all phases of the school, not all implemented the associated assessments to check attainment or progress over time. In only one of the schools inspected to date, Cayman Prep and High School, did inspectors find systematic and well-established assessments in place at each stage of the school. Other schools used a variety of tests, both internal and external and, in general, it was noted that all schools made insufficient use of the information to monitor progress and identify areas in which individual students or groups of students required additional support or extra teaching.

Using the assessment information available, observing students at work in class and checking students' completed tasks, inspectors made evaluations regarding students' achievement in English, mathematics and science. The judgements regarding each school in these subject areas are stated within the individual school inspection reports. Overall, achievement in the private schools inspected to date was highly variable, with weak performance in certain phases of low performing schools and excellent outcomes evident in those schools in which the overall performance was judged to be good.





# THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

## BEHAVIOUR

PERFORMANCE STANDARD 2.1	OES INSPECTION JUDGEMENTS
EXCELLENT	35%
GOOD	60%
SATISFACTORY	4%
WEAK	0%

Students' behaviour and attitudes to learning were good in almost all of the private schools inspected during academic session 2018-19. An inclusive and positive ethos was embedded in the culture of the private schools and this was underpinned in many cases by the strong Christian values which characterised the schools' vision and mission. The existence of student-led councils in most schools supported the resolution of minor differences as they arose and enabled students to contribute to the decision-making processes in each context. Overall, in all eight schools, inspectors noted that relationships between staff and students were often warm and affirming. Similarly, students demonstrated respect towards their peers and worked collaboratively at different ages with positive understanding and care towards those with special educational needs.

Students reported that they felt safe in school and were confident that school leaders would deal appropriately with incidents should they occur. There were well developed anti-bullying policies in place and for the older students in most schools there were effective pastoral arrangements to support the most vulnerable students and those 'at risk'. Most students conformed to the agreed uniform policy and were punctual to lessons. In a minority of private schools and in certain phases of individual schools, attendance was noted to be low (less than 92%) and there was scope for senior leaders to track students' absence with greater rigour and develop positive strategies to encourage good or full attendance.

# THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

## CURRICULUM

PERFORMANCE STANDARD 4	OES INSPECTION JUDGEMENTS
EXCELLENT	5%
GOOD	45%
SATISFACTORY	9%
WEAK	41%

The quality of the curriculum in private schools was variable with important weaknesses in a number of schools and in different phases of each school. Where the curriculum was judged to be good or better it was reviewed regularly and benefited from a clear rationale. In the review process senior leaders in certain private schools amended the content, breadth and balance of the curriculum to address identified needs and weaknesses. For example, in one school, additional courses were added to the programme in the secondary years to offer enhanced qualifications for students seeking particular career routes and further education pathways. Where the primary curriculum was found to be good or better, well qualified specialist teachers provided students with access in greater depth to subjects such as music and information technology. In most private schools students enjoyed access to a broad range of extra-curricular opportunities. These included sport, music and the creative arts. In most private schools, teachers made good use of visits and visitors to enhance the curriculum content and enabled students of all ages to learn within their community and in the local environment.

In a small number of the all-through private schools inspectors identified weaknesses in the curriculum largely related to the specific model, format and delivery of the curriculum. One school followed a curriculum which relied almost entirely upon workbooks and which required students to work primarily in isolation to complete individualised programmes. In this school students were provided with insufficient opportunities to develop their critical thinking, collaboration and speaking and listening skills. Similarly, in another private school offering a US-style curriculum, there had been no systematic review of the curriculum for some time and the standards followed by staff varied, leading to some inconsistencies in coverage of content. In both schools an over reliance upon the use of text books restricted the opportunities for challenge and extension of learning, particularly for higher achieving students. Although timetables were in place and lessons were planned in advance, in cases where the curriculum was overly dependent upon the use of workbooks or textbooks, it was noted that staff did not always use the time in lessons well to maximise learning and adapt tasks appropriately to meet students identified learning needs.

# THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

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## HEALTH AND SAFETY

PERFORMANCE STANDARD 5.1	OES INSPECTION JUDGEMENTS
EXCELLENT	14%
GOOD	45%
SATISFACTORY	23%
WEAK	18%

The arrangements to ensure students' health and safety were variable across the private schools inspected during 2018-19. There were a number of schools where practice required improvement to help ensure the safety of students and staff at all times. Notably, in the weaker performing schools, arrangements were lax and insufficient attention was given to risk assessments or day-to-day management of sections of the school which could present a risk to students. For example, in one school, the science chemical storage area was not sufficiently secure and leaders of the school did not keep an up-to-date record of repairs and maintenance that was required on site. Access onto the site was not well managed. Similarly, in another school, an Environmental Health Report published several years previously had identified a number of important infractions which had not been fully addressed by school leaders.

In better performing schools, the health and safety arrangements were more comprehensive and systematically managed. In these schools, staff were vigilant in their supervision of the students and understood their roles and responsibilities in relation to health and safety. Child protection policies and practices were in place and staff received regular training which verified their individual duty of care in different contexts. Where inspectors judged arrangements to be good or better, all regulatory requirements were met and annual inspections by the Department of Environmental Health and Cayman Islands Fire Service led to actioned improvements in provision. Fire drills and evacuation procedures were held regularly and records kept ensuring documentation of lessons learned. Healthy eating and active lifestyles were systematically built into the curriculum and promoted through the wider work of the different schools.

# THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

## SUPPORT AND GUIDANCE

PERFORMANCE STANDARD 5.2	OES INSPECTION JUDGEMENTS
EXCELLENT	9%
GOOD	32%
SATISFACTORY	55%
WEAK	4%

Arrangements for the support and guidance of students in private schools were found to be broadly satisfactory in the 2018-19 inspections. In a significant minority of schools, the small number of students in each class and the positive ethos of the school meant that teachers were able to create a trusting family environment where students felt confident and secure and were able to discuss any concerns. Overall, teachers knew students' needs well and this was apparent in the respectful interaction between staff and students. The private schools took care to include all students, including those with special educational needs, in activities and opportunities for learning. In almost all cases there were effective systems in place to identify and monitor students' achievements and progress as well as their social and emotional needs.

Inspectors also focused upon the arrangements to support students with special educational needs and in each report highlighted strengths and weaknesses in provision for this group of learners. In most, though not all private schools, individual education plans were in place for students with special educational needs and support from outside agencies was utilised where required. Parents participated in special needs review meetings to discuss the progress of their children. In certain schools such reviews were held irregularly and parents were not provided with sufficiently accurate or comprehensive information about achievement and how they could help their children at home. Not enough teachers, especially in the primary and early secondary/middle school phases, adjusted the content of lessons to meet the students' needs, including those identified as requiring adapted content or resources. In the weaker performing schools too few staff guided students through marking and feedback to help them to understand how best to improve their work.

Overall, across all of the private schools, there were adequate systems in place for tracking students' progress but these needed to be refined to ensure that emphasis was not just on coverage and mastery but captured key points in the students' learning to support planning for next steps.

# THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

## LEADERSHIP

PERFORMANCE STANDARD 6.1	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	50%
SATISFACTORY	38%
WEAK	12%

Leadership was judged as good in half of the private schools inspected in 2018-19. This evaluation was confirmed by most staff and parents who expressed confidence in school leadership within the pre-inspection surveys. In the majority of the private schools, leaders demonstrated a strong capacity to secure ongoing improvements in the school. Most Principals and Deputy Principals were appropriately qualified and experienced and in a few schools were effectively supported by teams of other leaders sufficient for the size and curriculum of the particular school. In most contexts, leaders demonstrated a sound knowledge of the schools' weaknesses and acted promptly and, at times, creatively, to address areas requiring improvement. Most of the private schools had developed school development plans to help manage programmes for improvement. Higher performing schools used comprehensive systems to monitor the effectiveness of their work and identify future priorities. These included regular programmes of lesson observations, surveys, student work reviews and analysis of assessment data. In such circumstances, and where school performance was compared to other schools locally and internationally, it was found that school leaders had a more comprehensive insight into areas requiring improvement.

Inspectors evaluated governance as part of the 2018-19 inspections and met with representatives from Advisory Councils, Boards of Governors and other groups providing oversight to the leadership of the private schools. Inspectors found significant diversity in the form and also effectiveness of governance across the eight schools. In certain schools governance was restricted to the owners and the school leaders and there were neither formal meetings nor records to indicate the schools' proposed strategy or decision making. In other contexts and even where governance was structured more formally, the focus of meetings was often restricted to staffing and finance and there was insufficient attention given to monitoring the performance of the school and holding school leaders to account. The fact that school leaders were, in a number of cases, also school owners made the process of accountability somewhat complex at times. Overall, arrangements for governance were under developed in the private schools, particularly as there were too few examples in which parents, staff and older students gained opportunities for representation.



## THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

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Only a few of the private schools had gained accreditation although most had some affiliation or membership with accreditation bodies. This was an important weakness in the leadership of the private schools because, in many cases, there were limited opportunities for leaders to compare performance with that of other schools internationally. Objective evaluation of the work of such schools has been restricted to the irregular government inspections over the period of the last ten years. It was noted that, where accreditation reports had been published for certain schools, the identified areas requiring improvement had not been shared with parents or staff to help secure an open consultative approach to school development.

In around half of the private schools it was noted that, due to the size of the school and sometimes financial constraints, the number of senior leaders was restricted, leaving much of the decision-making responsibility with the principal of the school. Where there were no leadership roles allocated beyond a small group or an individual it was observed that, in general, there was less effective systematic analysis of the schools' performance. Similarly, in such contexts, performance management arrangements required more formal and consistent implementation.

Where school leadership was deemed as weak it was notable that the schools often did not have reliable assessment data relating to students' academic achievement and consequently, leaders held an inaccurate view of their students' performance against relevant international benchmarks. Where schools used external examinations at key points in the students' career and compared results to other schools locally and internationally, such an approach allowed a clearer and comprehensive analysis of strengths and weaknesses. In too many private schools, particularly those offering a US-style curriculum, assessment information was only internal and school leaders did not make sufficient use of external tests and examinations to accurately and reliably confirm student achievement.

# THE PERFORMANCE OF CAYMAN ISLANDS PRIVATE SCHOOLS (CONTINUED)

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## LINKS WITH PARENTS AND THE COMMUNITY

PERFORMANCE STANDARD 6.3	OES INSPECTION JUDGEMENTS
EXCELLENT	25%
GOOD	38%
SATISFACTORY	38%
WEAK	0%

There was a strong correlation between the overall performance of the private schools inspected in 2018-19 and the quality of the schools' links with parents and the community. Higher performing schools were able to secure greater levels of involvement and commitment from parents and were most successful in establishing effective communication between home and school. Overall, most of the private schools benefited from support from an active and enthusiastic Parent Teachers Association. In a few schools innovative practice in the use of technology supported the regularity and breadth of information that teachers were able to share with parents regarding their children's attendance, behaviour, homework and academic achievement. In best practice, schools provided seminars which informed parents about the curriculum, the school's educational philosophy and new initiatives.

In a few private schools the quality of reporting required improvement because parents were not provided with clear and accurate information regarding their children's achievement against age-appropriate developmental milestones. The reports issued did not always include guidance for parents about the next steps in learning for the children. Although a few of the schools had established governance links with religious organisations, parents and students noted that the level of support from church leaders could have been enhanced further to benefit students' spiritual guidance and well-being.



# SECTION 7

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## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES



## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES

SCHOOL	OVERALL PERFORMANCE
Bright Start EYC	Weak
Discovery Kids EYC	Satisfactory
Just for Kids EYC	Satisfactory
Little Trotters Farm & Nursery School	Excellent
Miss Nadine's EYC	Weak
St. George's Pre-School	Satisfactory
Tiffany's Pre-School	Weak
Tiny Tots Academy	Satisfactory

Eight early years centres were inspected during the academic session 2018-19. The report for each institution can be found by following the links in Appendix 1. The total of eight early years centres does not include two schools which primarily offered early years provision but recently added elementary classes.





## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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For all early years centres, a significant time had elapsed since their last inspection and the recently concluded cycle of inspections conducted by the Office of Education Standards. Almost all the early years centres in the Cayman Islands are privately owned with the exception of Cayman Brac Day Care Centre which is managed by the District Administration, Cayman Brac and Miss Nadine's Pre-School and Jack and Jill Nursery which operates under the auspices of the National Council of Voluntary Organisations. It is widely recognised that early years centres provide an important service for children below the age of compulsory education. Moreover, international research demonstrates that the quality of a child's early childhood experience can have a critical impact on school preparation and participation.

Of the eight early years centres that were inspected this cycle only Little Trotters Farm and Nursery School's overall performance was judged excellent. The overall performance of four early years centres was judged satisfactory and the performance of three centres was judged weak. It is important to note that a few private schools inspected this year consisted of predominantly early years classes with only one or two statutory school-aged classes. In certain such institutions that were judged as good or excellent, the curriculum offered was heavily influenced by a Montessori or similar philosophy of teaching and learning. For the early years centres that were judged as weak, inspectors found that some staff did not have adequate knowledge and understanding of the Cayman Islands Early Years Curriculum and as a consequence the rationale of enquiry, exploration and investigation which characterises that curriculum was absent. Furthermore, staff in such early years centres did not always take due account of children's varying interests or learning needs in their planning. As a consequence, activities and assessment practices did not sufficiently reflect children's learning dispositions, prior learning, skills and knowledge. Staff in early years settings needed to make more effective use of observations and assessment of children's learning to guide future planning and to ensure progression in learning for all children.

There were, however, a number of strengths identified in the provisions offered by early years centres. In most, children demonstrated good social skills and positive attitudes to learning. In addition, there were good opportunities for children to develop awareness of their culture, heritage and religion. Most children demonstrated good listening skills because there were good routines to support listening in a variety of contexts. In addition, most displayed good behaviour and a majority demonstrated a growing capacity to manage their feelings and cope with challenges.

## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

Inspectors identify a number of strengths in each early years centre at the time of the inspection. A summary of the key strengths made for each centre following the 2018-19 inspections is provided in the chart below.

EARLY YEARS REPORTS IN WHICH PARTICULAR STRENGTHS WERE IDENTIFIED								
	Bright Start EYC	Discovery Kids EYC	Just for Kids EYC	Little Trotters Farm & Nursery School	Miss Nadine's EYC	St. George's Pre-School	Tiffany's Pre-School	Tiny Tots Academy
KEY STRENGTHS								
Links with parents and the community				X		X		X
Health and Safety				X		X	X	X
Teaching				X				
Curriculum				X				
Support and Guidance for students with special educational needs				X		X		
Leadership and Management			X	X				
Self-evaluation and improvement planning				X				
Learning environment				X				



## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

Inspectors make a number of recommendations at the time of each inspection. A summary of the recommendations made for each of the early years centres following the 2018-19 inspections is provided in the chart below.

EARLY YEARS CENTRE REPORTS IN WHICH RECOMMENDATIONS WERE MADE IN RELATION TO THE STATED IDENTIFIED THEME								
RECOMMENDATIONS	Bright Start EYC	Discovery Kids EYC	Just for Kids EYC	Little Trotters Farm & Nursery School	Miss Nadine's EYC	St. George's Pre-School	Tiffany's Pre-School	Tiny Tots Academy
Self-evaluation and improvement planning	X	X	X		X		X	
Assessment	X		X		X	X	X	
Support and guidance for students with special educational needs	X				X		X	
Leadership and Management	X				X		X	
Teaching	X		X				X	X
Curriculum	X						X	
Health and safety					X			
Learning environment	X							



# THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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## CHILDREN'S ACHIEVEMENT

Children's achievement in early years is measured using the four focus areas of the Cayman Islands Early Years Curriculum. These are exploration, respect, communication and well-being. In the recently concluded round of inspections, only in one early years centre was the achievement of children judged as excellent. At Little Trotters Farm and Nursery School, children made good progress in their learning because the curriculum was meticulously planned. The curriculum promoted innovative practice and provided rich and memorable learning experiences for the children. Moreover, the teachers' excellent subject knowledge and their understanding of how young children learn were reflected in the rich learning environment which supported children's progression in key areas of their learning. Teachers made highly effective use of resources and imaginatively planned activities that fired the children's curiosity and motivated them to learn. Likewise, in the early years classes at Island Montessori, a private school, the quality of children's learning was judged as good because activities promoted children's critical thinking skills and successfully supported their participation and engagement in a range of activities. Additionally, in the early years classes at another private school, Starfish Village, inspectors found that teachers' expectations of children were high and the staff used resources proficiently to promote independence in the children's learning.

On the other hand, in those early years centres, where children's achievement in key areas of the Cayman Islands Early Years Curriculum was judged as weak, tasks were often too easy and not well matched to children's individual needs. Additionally, teaching was largely instructional and as a result children were not developing the appropriate skills and understanding to become independent learners. There was the need for children to have improved access to more open-ended exploratory play experiences to promote choice and autonomy in their learning and to stimulate their creativity and natural exploration. In some centres, the pace of activities needed to be more brisk to support children's engagement. Children demonstrated high levels of engagement when activities were well planned and matched appropriately to their needs. There was scope for planning activities that effectively supported children's emergent language, literacy and numeracy skills. Additionally, children would benefit from more regular opportunities to utilise their problem solving skills in meaningful contexts. There was the need for greater understanding of how children's learning developed from one stage to the next as children's achievement in key areas of the curriculum was not always aligned to age-related expectations.

# THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

## CURRICULUM

PERFORMANCE STANDARD 4	OES INSPECTION JUDGEMENTS
EXCELLENT	12%
GOOD	0%
SATISFACTORY	63%
WEAK	25%

All centres are mandated to follow the Cayman Islands Early Years Curriculum, but a number of centres also use other early years curricula alongside the national curriculum. The Cayman Early Years Curriculum is an important tool for planning and implementing activities to support children's holistic development, and for assessing children's achievement in the four focus areas of exploration, respect, communication and well-being.

In the recent cycle of inspections, for those early years centres where the curriculum was judged good or excellent, the centre's curriculum implementation strategy was successfully underpinned by a Montessori or similar philosophy which emphasises practical experiences, autonomy and choice in the children's learning. Another key strength of those early years centres judged good or better was the effective integration of opportunities for cross-curricular learning, as well as enhancements to the taught curriculum such as dance, music, drama and physical education. Some centres utilised visiting specialists in art, music and physical education to promote rich and varied learning experiences for children. In addition, there were a number of planned activities throughout the school year to promote children's environmental and cultural awareness. At Island Montessori School, for example, there were clear progression pathways in the curricula used by the school, and activities, resources and teaching strategies effectively built on the skills, attitudes and knowledge taught in the earlier stages of the programme. This effectively supported continuity and progression in the children's learning. Similarly, at Little Trotters Farm and Nursery School, inspectors found that the curriculum was imaginatively planned and cross-curricular themes were deliberately integrated in the four focus areas of the Cayman Islands Early Years Curriculum. As a consequence, the children's learning was supported in meaningful and authentic contexts.



## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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Conversely, in the two early years centres where the curriculum was judged as weak, there was an imbalance in the emphasis upon key areas of the early years curriculum and resources for some areas of the curriculum required improvement. For instance, there were limited opportunities for science exploration and there was also limited use of technology to support children's learning to encourage their investigative and problem-solving skills. At one centre, for example, inspectors observed that the curriculum lacked choice and depth. Additionally, some centre leaders and teachers did not always meaningfully reflect upon the effectiveness of the curriculum to ensure that activities provided sufficient depth and challenge across all areas of the children's learning. In other instances, curriculum coverage was compromised due to inefficient transitions as well as the length of time spent on break, lunch, napping time and personal care routines. As a result, insufficient time was devoted to practical learning tasks throughout the day. Centre leaders should reorganise the daily routine to ensure that adequate time is devoted to learning activities. Furthermore, in many of the early years centres inspected in the recent cycle, there was often an over reliance on teacher-initiated activities. As a consequence, this limited the children's ability to make choices and to use their innate curiosity to explore and make sense of their world or to accomplish tasks themselves. Overall, there was scope for centre leaders to review all aspects of the curriculum and to incorporate these reflections in their planning to improve children's learning experiences.



# THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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## HEALTH AND SAFETY

PERFORMANCE STANDARD 5.1	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	50%
SATISFACTORY	38%
WEAK	12%

In the recent cycle of inspections, inspectors found that in most early years centres there were suitable arrangements in place to ensure the health, safety and security of children. In addition, most staff were trained in child protection arrangements and for almost all centres, statutory requirements related to fire safety and environmental health were met. Satisfactory hygiene practices were evident in most early years centres. Moreover, majority of the children were effectively supported to manage their own care and hygiene needs.

However, for a minority, there were areas that required improvement to consistently ensure the safety of children. For instance, some early years staff had insufficient knowledge of the Cayman Islands Education Council's statutory requirements, particularly in relation to staffing ratios and the required indoor and outdoor space needed for each child registered in an early years centre. Some centres were constrained in meeting the required outdoor space as two, for example, were located in commercial buildings that did not offer adequate outdoor space. For others, the building design did not allow for optimum utility as an early years setting. For example, in an early years centre housed in a repurposed building, the bathroom arrangements affected staff to children ratios in the classrooms at given points in the day. Additionally, risk assessments were not always conducted for off-site activities to mitigate potential risks and ensure the safety of children on trips.

## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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### SUPPORT AND GUIDANCE

PERFORMANCE STANDARD 5.2	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	12%
SATISFACTORY	50%
WEAK	38%

Support and guidance for children in early years settings were broadly satisfactory as most teachers knew their children well and responded to their needs with empathy and care. Additionally, almost all staff members were sensitive, warm and affirming in their interactions with the children. Most centres were characterised by a caring and inclusive ethos and provided a welcoming environment for children with special educational needs. A minority had developed systems to identify and support children with special educational needs, but appropriate targets were not always in place for those children who required individual educational plans. In addition, staff rarely used the available information to adapt learning to meet the children's needs. Across most early years settings, children's individual educational plans needed development to include measurable targets and timelines to track and measure children's progress overtime. Although most early years centres partnered with a range of external agencies to support children with special education needs, quite often there were delays in referral and action by relevant agencies, including the Early Intervention Programme. Additionally, there was scope for increased parental involvement in processes as well as stronger links between centres, with external providers and parents to support consistency in approaches and to ensure progression in learning for children with special educational needs. There was also need for a coherent and structured professional development strategy to ensure that all staff were equipped with the skills and knowledge to improve learning experiences for all children including those with special educational needs.

# THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

## LEADERSHIP

PERFORMANCE STANDARD 6.1	OES INSPECTION JUDGEMENTS
EXCELLENT	12%
GOOD	0%
SATISFACTORY	50%
WEAK	38%

Leadership was judged as satisfactory in half of the early years centres inspected in the recent cycle of inspections. Notably, leadership was judged to be weak in three of the eight early years centres inspected. In the single instance where leadership was judged as excellent, there was a clear emphasis on performance management and a strong commitment and success in developing team work amongst staff. This accounted for the high staff morale and continual improvement at the centre. In addition, clear mechanisms were in place to promote consistent communication with parents regarding their children's learning experiences.

A culture of self-review was not yet established in majority of the early years centres to inform future plans and improvement. In many instances, self-evaluation processes were superficial and were not accurately aligned to the 'Successful Schools and Achieving Students' framework. Instituting a culture of self-evaluation will support centre leaders to identify areas for improvement based on a sound analysis of the centre's strengths and weaknesses and to devise strategies to action plans for improvement. In addition, there was limited evidence of professional dialogue or reflection among staff in early years settings. In too many centres, continuous professional development was not a regular feature of planned improvement provision. Furthermore, there were insufficient planned opportunities for staff to evaluate their practice against international standards and so most staff were unaware of international best practice in early years. There was also scope for increased professional collaboration among staff in early years settings to build networks and share good practice and improve their own practice. In most early years centres inspected this cycle, assessment practices were underdeveloped and staff did not track and monitor children's progress effectively. Additionally, assessment information was not utilised effectively to inform planning and guide progression in children's learning. In most centres, leadership for self-evaluation and mechanisms for tracking children's progress required improvement. There was the need to train teachers in the effective use of assessment information to plan learning that ensures an appropriate level of challenge for all children.



## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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For almost all early years centres inspected in this round of inspections, there were no formal systems of governance to hold centre leaders to account or to provide strategic oversight and direction to guide the improvement of the centre overtime. Due to the absence of school boards, many centres did not benefit from the wealth of experience and professional knowledge afforded by such bodies to support children in achieving the highest outcomes. Additionally, across most early years settings, performance management systems were not embedded in practice. Hence, there was little or no monitoring of the quality of teaching and learning to drive improvements in children's achievement in key areas of the curriculum. Significantly, early years centres in general had not developed effective systems or processes to support the transition of children from pre-school to the next stage of their learning.

There were, however, regular opportunities for community visitors to visit the early years centres and share their experiences, skills and knowledge with children. These included visits by local artisans to demonstrate their crafts and visits by firemen, doctors and other health professionals to discuss safety and healthy lifestyles. Additionally, most centres organised a range of trips and visits to support children in developing their knowledge and understanding of the world. These experiences impacted positively on the children's moral, social and cultural development.





## THE PERFORMANCE OF CAYMAN ISLANDS EARLY YEARS CENTRES (CONTINUED)

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### LINKS WITH PARENTS AND THE COMMUNITY

PERFORMANCE STANDARD 6.3	OES INSPECTION JUDGEMENTS
EXCELLENT	0%
GOOD	50%
SATISFACTORY	50%
WEAK	0%

Links with parents and the local community was judged to be good in half of the early years centres inspected to date, and satisfactory in the other half. Most early years centres enjoyed productive links with parents and many parents expressed highly positive comments about the provisions offered by early years centres in the parents' surveys. In addition, most had established productive partnerships with groups and businesses in the local community. One particularly successful initiative was the partnership of an early years centre and a local senior citizens home which effectively promoted children's awareness of inclusion and care for others while supporting inter-generational links. 'Experts Night' was an innovative practice observed in one early years centre and this allowed children to give presentations on aspects of their learning to parents on a given week night each term. Significantly, the only early years centre whose overall provision was judged as excellent in this cycle was featured in a UNICEF publication for its initiative and success in engaging parents in the work of the nursery.

Most centres utilised a range of communication strategies to share information on the work of the centre with parents. These included newsletters, parents' handbooks, websites, Facebook, private social media pages and parents' consultations. Despite these initiatives, there was the need for centre leaders to facilitate more regular meetings with parents to ensure that parents' opinions were taken into account when reviewing practice.



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# SECTION 8

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**CASE STUDY:  
BRIGHT START LEARNING CENTRE**

## **CASE STUDY:**

### **BRIGHT START LEARNING CENTRE**

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#### **REFLECTIONS ON INSPECTION**

##### **BY MS. ROCHELLE GILBERT (OWNER)**

Upon receipt of the initial report, my team and I were honestly quite deflated. Although we knew we were not perfect in all areas, we truly didn't expect to receive such a critical overall report of the centre. To be frank, our first reactions were disappointment and shock which were shared by many of our parents at the centre. The report highlighted many areas which the inspectors found to be weak and although the staff were working diligently in all areas on a daily basis, the demands of the new framework and the inspectors' judgements really took us all by surprise.

We got to work immediately following the verbal reports and findings on the final inspection day. We met as a team and charted a course forward to best meet all of the recommendations. The entire team adopted a fresh new positive attitude and we moved down the list of our set goals. One of the first aspects we targeted was the curriculum. Refresher training regarding the Cayman Islands Early Years Curriculum Framework was arranged for the team. This was conducted over the course of the next two months following the inspection and ended with classroom observation sessions to ensure staff understanding and confidence. Targeting this aspect first enabled the team to bring fresh ideas and better teaching practices to the programme. Therefore, once we began to target the other areas on the list of recommendations the team had a better knowledge of what was needed to be implemented in order to achieve our goals for re-inspection.

Upon completion of the inspection we immediately reached out to our Early Years Childhood Link Officer from the Ministry of Education. She was fantastic in meeting all of our requests and also with providing guidance on achieving our recommendations. Several late evening sessions were conducted with the team focusing on each area of the curriculum separately. Upon completion of the training the Early Years Officer conducted several classroom observations to better guide the team in action. The team benefited greatly from the training and observations. Additionally, the Early Years Officer provided guidance on our assessments. With her help we adopted the Developmental Journey Assessments and introduced it to our programme the following half-term assessment period.



## CASE STUDY:

### BRIGHT START LEARNING CENTRE (CONTINUED)

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Following this experience I would advise other schools yet to be inspected to have someone from the outside take a fresh look at the programme and provide recommendations. Whether it be a link officer or another professional within the field, it should definitely be someone from outside the centre, to give an objective and critical review. Often times, operating and being in the environment on a daily basis you may miss and overlook areas of weakness which someone on the outside will be able to see that much clearer. For those schools that have already been inspected, I would recommend you dive right in. Meet with your team and make plans to execute all of the recommendations to the best of your ability. Don't be afraid to ask for help as the team at the Early Childhood Care and Educational Unit is highly supportive. Key of all of the recommendations; do something every day to improve your centre.









# SECTION 9

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HELPING EVERY SCHOOL TO  
BECOME A GOOD SCHOOL

## HELPING EVERY SCHOOL TO BECOME A GOOD SCHOOL

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Although there are encouraging signs of improvement in certain sectors of education on the Cayman Islands, inspection findings from 2018-19 indicate that there remain important weaknesses across sectors, particularly in relation to students' academic achievement, assessment and the quality of teaching. At present, the number of good schools is significantly below the government's aspiration that every school in Cayman should be at least good in terms of its overall performance.

The Office of Education Standards offers the following proposals to help support system-wide improvement.

### ALL SCHOOLS



**Should be required, at an agreed stage as determined by Cayman Islands Government, to complete assessments of students' skills and knowledge in reading and mathematics and submit the information to the Ministry of Education within an agreed time scale and on an annual basis. This information will be shared with the Office of Education Standards to support school evaluation.**



**Should receive a monitoring visit by an appointed inspector from the Office of Education standards to review the progress made by the school in addressing the recommendations from the last 'full' inspection.**

### EARLY YEARS CENTRES AND ALL SCHOOLS OFFERING EARLY YEARS PROVISION

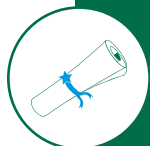


**Should require all practitioners to undertake a planned visit annually to an early years centre or school that demonstrates good or excellent practice to support their own pedagogy.**

## HELPING EVERY SCHOOL TO BECOME A GOOD SCHOOL (CONTINUED)

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### PRIVATE SCHOOLS OFFERING A US-STYLE CURRICULUM FOR STUDENTS OF STATUTORY SCHOOL AGE



Should be required, as part of their license requirements, to undertake accreditation by a Cayman Government approved body, to ensure validity in assessment practices within private schools and confidence in the reliability of the high school diploma qualification offered by such schools.

### PRIVATE SCHOOLS OFFERING A UK-STYLE CURRICULUM FOR STUDENTS OF STATUTORY SCHOOL AGE



Should be encouraged, as part of their license requirements, to undertake accreditation by a Cayman Government approved body, to support objective self-evaluation of the school and offer further professional development opportunities for staff.

### HIGHER PERFORMING PRIVATE SCHOOLS AND EARLY YEARS CENTRES (WHERE OVERALL PERFORMANCE IS JUDGED AS 'GOOD' OR BETTER)



Should be encouraged to offer professional development opportunities to staff from other schools and settings to facilitate system-wide improvements. This will feature as an element of the future and revised 'Successful Schools and Achieving Students' framework as a determining characteristic of 'excellent' Cayman schools.

## HELPING EVERY SCHOOL TO BECOME A GOOD SCHOOL (CONTINUED)

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### UNDER PERFORMING SCHOOLS (WHERE OVERALL PERFORMANCE IS JUDGED AS 'WEAK')



Should receive regular follow-through inspections and, if progress in addressing the recommendations remains 'weak' after the third follow-through inspection, then the Ministry of Education in the case of public schools or Board of Governors and owners in the case of privately-owned educational institutions will be required to take necessary steps as defined in The Education Law 2016 Section 18(6) to support leadership in the school.

### THE MINISTRY OF EDUCATION



Should consider the advantages of requiring all public and private schools' participation in agreed international assessments to allow regular and objective evaluation of students' achievement and improvement in attainment over time. Due to the relatively small size of the Cayman Islands school population, it may be necessary to seek participation in the first instance in field trials of assessments such as PISA (Programme for International Student Assessment) or similar international tests.



# SECTION 10

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**STAKEHOLDERS VIEWS: SURVEY RESPONSES  
FROM STUDENTS, PARENTS AND STAFF**

## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF

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Survey data includes responses from parents, staff and students during all 25 'full' inspections and the 19 follow-through inspections conducted from September 2017. Participants were invited to 'strongly agree', 'agree', 'disagree' or 'strongly disagree' with a number of statements relating to their school.

### STUDENT SURVEY RESPONSES FROM 'FULL' INSPECTIONS

Two thousand, five hundred and fifty-three (2,553) surveys were submitted on-line in advance of inspection by students from Grade 4 (Year Y5) upwards. Most students (79%) stated that they were satisfied with the quality of education provided at their schools. Overall, there were only a few significant differences in the responses between students attending private schools and those from public schools. Most enjoyed lessons (89%) and stated that they were given good opportunities to learn in the wider community (75%). A majority judged their school to be well led (69%). Across all schools a majority of students felt safe and cared for at school (66%) but there was a more positive response rate from students in private schools (81%). Similarly, in relation to students' behaviour, less than half of public school students considered the behaviour of their peers to be good. In private schools almost three quarters of students agreed that students' behaviour in the school was good.

In public schools around three quarters of the students (75%) stated that their school provided access to the subjects they wished to study. This contrasted with students in private schools where a majority (66%) responded positively.

The figures in the chart below indicate the percentage of respondents stating that they agree or strongly agree with the relevant statement.

## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

STUDENT SURVEY INFORMATION (PERCENTAGE REPORTING STRONGLY AGREE & AGREE)			
SURVEY STATEMENTS	ALL INSPECTIONS	PUBLIC SCHOOLS	PRIVATE EARLY CENTRES & SCHOOLS
I am making good progress in English.	87%	88%	81%
I am making good progress in mathematics.	85%	86%	81%
I am making good progress in science.	82%	81%	83%
Overall, in all other subjects, I am making good progress in my learning.	90%	89%	91%
The behavior of most students in the school is good.	54%	46%	74%
Most students at my school understand their responsibilities as members of a wider community.	56%	52%	69%
Most students at my school show good environmental understanding.	51%	43%	71%
Most of my lessons are good.	89%	90%	87%
My teachers help me understand how well I am in my school work.	82%	82%	83%
I can join in a good range of extra-curricular activities provided by my school.	79%	79%	78%
My school provides the subjects I wish to study.	71%	75%	66%
I get the right amount of homework to help with my learning.	78%	81%	69%
Teachers explain to me how I can do better.	84%	83%	85%
I feel safe and cared for at my school.	66%	59%	81%
The school helps students choose a healthy lifestyle.	65%	62%	69%
I feel safe on the school buses.	63%	65%	59%
I am treated fairly at school.	67%	64%	74%
If there is bullying the school will do something to stop it.	79%	81%	78%

## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

STUDENT SURVEY INFORMATION (PERCENTAGE REPORTING STRONGLY AGREE & AGREE)			
SURVEY STATEMENTS	ALL INSPECTIONS	PUBLIC SCHOOLS	PRIVATE EARLY CENTRES & SCHOOLS
If I have special learning needs the school does a good job to help me.	62%	64%	61%
The school is well led.	69%	66%	74%
The school has asked me about how it can improve.	62%	61%	65%
The school responds appropriately to my concerns.	54%	52%	58%
I receive regular reports on my progress, which include the next steps I need to take.	76%	73%	82%
I am given good opportunities to learn in the wider community.	75%	75%	73%
The school has appropriately qualified and suitably skilled teachers and staff.	74%	72%	81%
I have access to good quality resources for my learning.	82%	80%	86%
Overall, I am satisfied with the quality of education provided at this school.	79%	77%	83%



## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

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### PARENT SURVEY RESPONSES FROM 'FULL' INSPECTIONS

One thousand, nine hundred and sixty-five (1,965) parents completed the on-line survey in advance of the 'full' inspection of their child's school. More than two-thirds were from parents of children attending private schools and early years centres. The other third were from parents of children at public schools.

Most parents felt that their child was making good progress in English, mathematics and science. Overall, most parents believed that the behaviour of students in the school was good (83%), though parents of children in public schools held a less positive view (65%). In addition, almost all parents in private schools judged the quality of teaching in their school to be good. This contrasted somewhat with parents of children attending the public schools (82%). Furthermore, around three quarters of private school parents agreed that their school dealt effectively with incidents of bullying (72%) whereas only half (52%) of parents of public school children agreed. Overall, across all private schools, early years centres and public schools, parents agreed that communication between school and parents was effective and timely (84%). Almost all parents in private schools (91%) considered communication to be effective and timely compared to 69% of public school parents. Overall, private school parents expressed higher levels of satisfaction regarding links between home and school. Most parents (88%) stated that they were satisfied with the quality of education provided at the school. This was the case for 76% of public school parents and 93% of private school parents.

The figures in the chart overleaf indicate the percentage of respondents stating that they agree or strongly agree with the relevant statement.



## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

PARENT SURVEY INFORMATION (PERCENTAGE REPORTING STRONGLY AGREE & AGREE)			
SURVEY STATEMENTS	ALL INSPECTIONS	PUBLIC SCHOOLS	PRIVATE EARLY CENTRES & SCHOOLS
My child is making good progress in English.	90%	83%	93%
My child is making good progress in mathematics.	83%	80%	84%
My child is making good progress in science.	78%	72%	82%
Overall, in all other subjects, my child is making good progress in their learning.	88%	81%	94%
The behavior of most students in the school is good.	83%	65%	96%
My child is developing a good sense of responsibility as a member of the wider community.	91%	86%	95%
My child is developing good environmental understanding.	87%	84%	88%
The quality of teaching is good.	90%	82%	93%
My child enjoys most lessons.	92%	87%	95%
My child is inspired to learn.	92%	87%	95%
My child can join in a good range of extra-curricular activities provided by the school.	80%	76%	83%
The school provides the subjects my child wishes to study.	79%	73%	84%
The quality and amount of homework is appropriate.	74%	69%	78%
My child is safe and cared for at school.	94%	85%	98%
The school helps my child choose a healthy lifestyle.	82%	72%	87%
My child is safe while on school buses.	54%	64%	48%
My child is treated fairly at school.	87%	76%	93%
The school deals effectively with incidents of bullying.	65%	52%	72%
The school helps my child make good choices about his or her future education and career.	62%	63%	60%

## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

PARENT SURVEY INFORMATION (PERCENTAGE REPORTING STRONGLY AGREE & AGREE)			
SURVEY STATEMENTS	ALL INSPECTIONS	PUBLIC SCHOOLS	PRIVATE EARLY CENTRES & SCHOOLS
The school provides good support to students with special educational needs.	49%	39%	54%
The school is well led.	84%	77%	88%
I receive good information about the school's improvement plans.	72%	61%	77%
Communication between the school and parents is effective and timely.	84%	69%	91%
The school responds appropriately to parental concerns.	80%	69%	85%
School reports are regular and informative.	87%	79%	89%
Parent-teacher meetings are helpful and held regularly.	82%	75%	84%
Parents are effectively involved in the work of the school.	71%	57%	77%
The school enjoys good links with the wider community.	72%	58%	78%
The school has appropriately qualified and suitably skilled teachers and staff.	84%	73%	90%
The school provides good quality resources for my child's learning.	87%	74%	92%
Overall, I am satisfied with the quality of education provided at this school.	88%	76%	93%

## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

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### STAFF SURVEY RESPONSES FROM 'FULL' INSPECTIONS

Six hundred and seventy-seven (677) staff completed the pre-inspection survey in advance of their schools' 'full' inspection. Most were teachers and around one third had worked in their current school for three years or more. There was broadly equal representation from staff working in public and private schools. Just over one quarter stated that they were of Caymanian nationality. Almost all believed that their school provided a good quality of education. Most staff stated that they had sufficient resources of good quality to support their work. The number of positive responses was highest in private schools. Around two thirds of staff believed that parents were effectively involved in the work of the school. However, there were a significantly greater number of positive responses from staff in private schools. Most staff judged that their schools effectively supported their professional development and believed that the behaviour of most students was good.

The figures in the chart on pages 91 and 92 indicate the percentage of respondents stating that they agree or strongly agree with the relevant statement.



## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

STAFF SURVEY INFORMATION (PERCENTAGE REPORTING STRONGLY AGREE & AGREE)			
SURVEY STATEMENTS	ALL INSPECTIONS	PUBLIC SCHOOLS	PRIVATE EARLY CENTRES & SCHOOLS
The behaviour of most students in the school is good.	89%	84%	96%
Most students at this school understand their responsibilities as members of a wider community.	74%	61%	90%
Most students at this school show good environmental understanding.	74%	61%	94%
There are good assessment systems in this school.	87%	85%	89%
Students can join in a good range of extra-curricular activities provided by the school.	88%	87%	90%
This school regularly informs students of their next steps in learning.	89%	89%	90%
There is a safe and caring environment for all members of this school community.	87%	81%	94%
The school helps students to choose a healthy life style.	86%	79%	93%
Students are treated fairly at this school.	92%	92%	94%
The school deals effectively with incidents of bullying.	86%	82%	90%
The school helps students make good choices about their future education and career.	83%	85%	79%
The school provides good support to students with special educational needs.	82%	77%	87%
The school is well led.	81%	80%	82%
I am involved in the process of school self-evaluation and improvement planning.	84%	85%	82%
The school effectively supports my continuing professional development.	76%	68%	83%

## STAKEHOLDERS VIEWS: SURVEY RESPONSES FROM STUDENTS, PARENTS AND STAFF (CONTINUED)

STAFF SURVEY INFORMATION (PERCENTAGE REPORTING STRONGLY AGREE & AGREE)			
SURVEY STATEMENTS	ALL INSPECTIONS	PUBLIC SCHOOLS	PRIVATE EARLY CENTRES & SCHOOLS
Parent teacher meetings are well attended and helpful.	65%	41%	84%
Parents are effectively involved in the work of the school.	68%	46%	88%
The school enjoys good links with the wider community.	87%	81%	92%
The school has appropriately qualified and suitably skilled teachers and staff.	93%	94%	93%
There are sufficient resources of good quality to support my teaching.	74%	63%	86%
Overall, this school provides a good quality of education.	92%	90%	94%





# SECTION 11

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**MEET A FEW OF THE INSPECTORS FROM THE  
OFFICE OF EDUCATION STANDARDS**

## MEET A FEW OF THE INSPECTORS FROM THE OFFICE OF EDUCATION STANDARDS

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### CAYMAN ASSOCIATE INSPECTORS (CAI)

The Office of Education Standards operates with the support of professionals from public and private schools to ensure that inspections include, wherever possible a balance of local and international inspectors. For this purpose, since September 2017, Cayman Islands Government have selected a number of school leaders and experienced educators to participate in school inspections alongside the full-time local and international inspectors. Following initial application, assessment and training, the Cayman Associate Inspectors are deployed to 'live' inspections to work alongside more experienced colleagues. Once the CAI has demonstrated competency to the required level they are then added to inspection teams and will usually complete around one inspection each school semester. The Office of Education Standards is grateful to school leaders, boards of governors and the Ministry of Education for facilitating the involvement of colleagues within the inspection programme.

The following pen-portraits provide an insight into the background and experience of three of our CAI colleagues currently supporting the inspection process in public and private schools across the Cayman Islands.



## MEET A FEW OF THE INSPECTORS FROM THE OFFICE OF EDUCATION STANDARDS (CONTINUED)

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### NATASHA CHOPRA

#### **Tell us about yourself, your current work and responsibilities**

I currently hold the position of Head of School: Curriculum, Learning and Teaching at Cayman Prep and High School, with pastoral responsibility for three year groups. Working closely with the Primary School Principal, as well as two other members of the leadership team, I have shared responsibility for ensuring the educational and operational success of the primary school by providing a strategic direction across the school. I am involved in the development and maintenance of curriculum planning across the whole school and phase level. I oversee and facilitate curriculum planning and delivery to make sure they are aligned with assessment practices and content. In addition, I work with the Leadership Team to monitor and raise standards in the quality of learning and teaching across the school, including the early years classes.



#### **When did you become involved in the CAI programme and what are your duties?**

I have been involved in the Cayman Associate Inspector programme since April 2018 when I commenced training using the new handbook for school inspections, 'Successful Schools and Achieving Students'. Since then I have completed a number of training sessions, including participating as an associate inspector on an attached inspection. As part of this role I conducted lesson observations for most of the time whilst in school, and interviewed students and staff members about the learning and teaching in the school. Keeping detailed and accurate evidence forms during the process is crucial and is an expectation of all inspectors.

#### **Why did you offer to become a Cayman Associate Inspector?**

I have been involved in the Cayman Islands School Inspection process since 2006 when I first trained and became a member of the then Cayman Islands Schools Inspectorate, later to become the Education Standards and Assessment Unit. Within this role, I have worked collaboratively with different teams of inspectors, sharing aspects of the inspection process and contributing effectively in team meetings over the years. Being part of a process that asks schools to show accountability for the quality of the education they provide is crucial to ensure and sustain high-quality schools in the Cayman Islands. The purpose of a school evaluation system should be to enable schools to honestly reflect on how well they are doing in order to support their development and effectiveness. Effective evaluation should equip teachers with the know-how to evaluate the quality of learning in their classrooms. Principals and teachers should be at the forefront of evaluating their school.

#### **Why do you think the Cayman Associate Inspectors are necessary to the school inspection system in Cayman?**

Cayman Associate Inspectors are important to the school inspection process in Cayman as they bring a local knowledge and understanding that helps to cut across the social and cultural diversity of the island to provide an inclusive educational experience for all students. I firmly believe that it is crucial for schools to have internal, as well as, external accountability, assessed by an independent body.



## MEET A FEW OF THE INSPECTORS FROM THE OFFICE OF EDUCATION STANDARDS (CONTINUED)

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### MATTHEW READ

#### **Tell us about yourself, your current work and responsibilities**

I currently serve as the Principal of a Cayman Islands Government Primary School. A school that sits at the heart of a supportive community, one which strives to deliver the highest standard of all round education it can. I have the privilege of working with a dedicated staff and community constantly focused on providing the best education we can for the children in our care.



I believe that the children of the Cayman Islands deserve an education system that is equal to the best in the world. School inspection and improvement supports this.

#### **When did you become involved in the CAI programme and what are your duties?**

I became involved with the Cayman Associate Inspector programme this academic year because it gives me the opportunity to use my experience in school improvement work and inspection, gained over twelve years of Headship, to the benefit of Cayman's children and teachers. The programme also supports the journey my school is on by ensuring my knowledge and skills remain current and relevant.

#### **Why did you offer to become a Cayman Associate Inspector?**

As a Cayman Associate Inspector my duty is to support school improvement by enabling schools to gain an accurate picture of their own performance in order to support their own self-evaluation. Through this process to help schools understand how they can continue to improve in order to be able to provide the best possible standard of education for all of Cayman's Children.

If we can help we have a duty to do so. As a Cayman Associate Inspector I feel I bring a blend of experience of working in the United Kingdom as a Principal, as a school improvement partner and of school inspection work with the experience of living and working here in the Cayman Islands developing a love and understanding of the culture. The synthesis of my experience gives me a drive to deliver the best for all of our students with an understanding of how it can be achieved within a Cayman Islands context.

#### **Why do you think the Cayman Associate Inspectors are necessary to the school inspection system in Cayman?**

I believe the role of Cayman Associate Inspectors is necessary to the school inspection system, here in the Cayman Islands, as it helps the system to develop its capacity for ongoing school improvement, it helps develop accurate self-evaluation and to provide inspection teams with an understanding of our local culture and society which in turn supports its credibility.

## MEET A FEW OF THE INSPECTORS FROM THE OFFICE OF EDUCATION STANDARDS (CONTINUED)

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### KEVIN ROBERTS

#### **Tell us about yourself, your current work and responsibilities**

I am an experienced Educator having taught at the secondary and tertiary levels, for the past 22 years. I am committed, dedicated and detail oriented with a range of organizational skills including that of data management and cross-curricula use of information and communications technology (ICT). I have a very keen interest in school improvement and have capitalized on related opportunities over the years. I have taught mathematics and information technology up to the Caribbean Examinations Council (CXC) secondary level for over 22 years, 16 of which have been at the Layman E. Scott High School. In addition, I have taught CXC CAPE Computer Science and Information Technology and I am currently teaching Digital Media also at the CXC advanced proficiency level. At the tertiary level, I have been teaching Computer Science courses in the University College of the Cayman Islands Associate Degree and Dual Entry programs as well courses in the University of the West Indies Open Campus (UWI OC) MSc in Management and Educational Leadership programme. One of the key responsibilities in my UWI OC experience is providing research supervision to administrators and teachers at various levels of the education system in the region. In addition to my teaching responsibilities over the years, I have had the opportunity to contribute to school improvement and development through active involvement in the Layman E. Scott High School's Awards Committee and Senior School Mentoring program. My substantive post is Head of Mathematics, ICT and Business Studies, but I am currently acting as the school's Academic Deputy Principal. My current role provides a more direct opportunity to contribute to the strategic development of the school as we aim to raise the standards of teaching, learning and assessment and ultimately improve the progress and attainment of our students.





## MEET A FEW OF THE INSPECTORS FROM THE OFFICE OF EDUCATION STANDARDS (CONTINUED)

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### KEVIN ROBERTS (CONTINUED)

#### **When did you become involved in the CAI programme and what are your duties?**

I became involved in the Cayman Associate Inspector program in September 2018, participating in the training aligned to the new inspection framework, 'Successful Schools and Achieving Students'. However, I have been trained as Local Occasional Inspector under the previous framework and have been involved in local inspections since 2007. My duties on inspections over the years and up until recently include evaluating the provisions for cross-curricula ICT and numeracy, teaching, learning and assessment in mathematics and non-core subjects, attendance and punctuality, support guidance and welfare and students' personal development. Most recently, I have been involved in evaluating schools' provisions for civic and environmental awareness. My ICT and data management skills are also often utilised on inspection teams in analysing attainment and progress over time.

#### **Why did you offer to become a Cayman Associate Inspector?**

I offered to become a Cayman Associate Inspector as a launch pad for the renewal of my prior school improvement and inspection skills. I saw this as a new training opportunity in order to further support my school and the Cayman Islands Education system. I am very much interested in being a part of initiatives to improve students' attainment and progress and by extension, their standards of achievement. I am also interested in building my career, serving in education at a higher level either as a full time inspector or within roles related to policy development and monitoring. Training from internationally experienced inspectors and opportunities to work alongside seasoned inspectors should therefore serve to enhance my work as an educator with a passion for school improvement and provide greater fit for these future roles. It should also provide me with an opportunity to continue to contribute to school inspections within the new framework developed by the Office of Education Standards.

#### **Why do you think the Cayman Associate Inspectors are necessary to the school inspection system in Cayman?**

Cayman Associate Inspectors bring a local perspective to the inspection process as they form part of inspection teams. They help to balance the realities of the local education system whilst measuring the work of schools against international standards. Through dialogue and careful scrutiny of the work of schools, and meaningful collaboration with overseas team inspectors, they are able to bring that local perspective to the pool of evidence gathered in order to effectively evaluate the performance of schools.

# SECTION 12

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THE WORK OF THE OFFICE  
OF EDUCATION STANDARDS.  
WHAT IS NEXT?

## THE WORK OF THE OFFICE OF EDUCATION STANDARDS. WHAT IS NEXT?

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In 2019-20, the Office of Education Standards will complete the schedule of full inspections so that, by the end of June 2020, all public and private schools and all early years centres will have been inspected at least once within a two-year period. The programme of follow-through inspections will continue through the academic year with six-monthly revisits to all schools whose overall performance is judged to be weak. Such visits will continue until each school satisfactorily addresses the recommendations from the last full inspection.

The Office of Education Standards will continue to provide training to Cayman Associate Inspectors and the second cohort of candidates will undertake professional development and deployment from September 2019. The Cayman Islands government core team of school inspectors will be increased with the appointment of two further Senior Inspectors, with effect from September 2020. This will enhance local capability and reduce, over time, the inspectorate's dependency upon international school inspectors.

Towards the end of the academic year 2019-20, the Office of Education Standards will consult with schools, early years centres, parents and other relevant stakeholders regarding the self-evaluation and inspection framework, 'Successful Schools and Achieving Students'. After two years of implementation there will be many lessons to be learned and scope for amendment and improvement both to the framework and to our inspection methods. The aim is that any revisions to the framework that are required will be incorporated into a revised document ready for publication in June 2020 and implementation from September 2020.

In addition, in 2020, the Office of Education Standards will research views from schools and parents regarding the current format of inspection reports. At present, there are both detailed reports and also 'snapshot' reports issued following every 'full' inspection. The inspection reports currently include evidence from questionnaires and the detailed reports are usually around 60 pages in length. The 'snapshot' reports contain only four pages and focus on the judgements made by inspectors and the key strengths and recommendations identified during the inspection. The Office of Education Standards will seek feedback on the inspection reports and explore how our publications can best meet the needs of different audiences.

After every inspection, the Principal or Head of Centre is invited to provide feedback and offer judgements regarding different aspects of the inspection process. The comments and evaluations are helpful to the work of the inspectorate in refining aspects of our work. Summary information from surveys completed and submitted from September 2017 to date are included in the table below. It should be noted that not all schools chose to submit a return and, in a number of cases, not all questions were answered by respondents.

## THE WORK OF THE OFFICE OF EDUCATION STANDARDS. WHAT IS NEXT? (CONTINUED)

PRE-INSPECTION COMMUNICATION WITH THE OFFICE OF EDUCATION STANDARDS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	SA/A%
The notification letter and supporting documents provided all of the information I needed regarding the school visit.	20	21	0	0	0	100%
I was able to contact the relevant Lead Inspector easily to discuss the inspection.	30	10	0	0	1	100%
The notification period was sufficient to help the school prepare the required documentation in advance of the inspection.	19	13	2	0	1	94%
THE INSPECTION PROCESS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	SA/A%
The inspector/s were professional in their conduct and behaviour.	31	9	0	0	1	100%
The inspection judgements were fair and accurate.	13	21	3	0	3	92%
Feedback was offered to the Principal each day as part of the inspection process.	35	6	0	0	0	100%

## THE WORK OF THE OFFICE OF EDUCATION STANDARDS. WHAT IS NEXT? (CONTINUED)

THE INSPECTION REPORT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO RESPONSE	SA/A%
The inspection process was sufficiently comprehensive to see all of the major strengths and areas for development in the school.	14	19	6	0	2	85%
The inspectors saw a good range of lessons during their time in school.	22	19	1	0	0	98%
The inspection will help the school make improvements.	34	8	0	0	0	100%
Feedback at the end of the inspection was professional with sufficient opportunities for school leaders to seek clarification & express opinion.	32	8	2	0	0	95%
The draft inspection report was clear and well-written.	19	22	0	0	0	100%
The judgements made by the inspectors were correct.	10	25	6	0	1	85%
The survey information included in the report was a helpful indication of stakeholder views.	22	10	0	0	3	100%



# APPENDICES

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## APPENDIX 1: OFFICE OF EDUCATION STANDARDS.

### INSPECTION REPORTS FOR 2018-19

SCHOOL/EYC	DATE OF INSPECTION	LINK TO INSPECTION REPORT
Bright Start Learning Centre	27.09 - 28.09.2018	<a href="https://bit.ly/31zt8Cu">https://bit.ly/31zt8Cu</a>
Cayman Prep and High School	12.03 - 15.03.2019	<a href="https://bit.ly/2YPLnXx">https://bit.ly/2YPLnXx</a>
Clifton Hunter High School	24.09 - 27.09.2018	<a href="https://bit.ly/2N1PKYl">https://bit.ly/2N1PKYl</a>
Creek and Spot Bay Primary School	15.01 - 17.01.2019	<a href="https://bit.ly/2TCDUF3">https://bit.ly/2TCDUF3</a>
Discovery Kids	02.05 - 03.05.2019	<a href="https://bit.ly/2Z8QKAc">https://bit.ly/2Z8QKAc</a>
First Baptist Christian School	19.03 - 21.03.2019	<a href="https://bit.ly/2Z8iMYC">https://bit.ly/2Z8iMYC</a>
Grace Christian Academy	10.10 - 12.10.2018	<a href="https://bit.ly/33CBJWI">https://bit.ly/33CBJWI</a>
Island Montessori School	04.06 - 06.06.2019	<a href="https://bit.ly/2YOWvYn">https://bit.ly/2YOWvYn</a>
John Gray High School	01.10 - 04.10.2018	<a href="https://bit.ly/2KzqSFu">https://bit.ly/2KzqSFu</a>
Just for Kids	09.01 - 11.01.2019	<a href="https://bit.ly/2Z6DGvh">https://bit.ly/2Z6DGvh</a>
Layman E. Scott High School	08.10 - 10.10.2018	<a href="https://bit.ly/2Z694tO">https://bit.ly/2Z694tO</a>
The Lighthouse School	19.02 - 21.02.2019	<a href="https://bit.ly/2z0ExyK">https://bit.ly/2z0ExyK</a>
Little Cayman Education Services	21.01 - 22.01.2019	<a href="https://bit.ly/2TBxyWB">https://bit.ly/2TBxyWB</a>
Little Trotters Farm & Nursery School	15.01 - 16.01.2019	<a href="https://bit.ly/2DT8rZ2">https://bit.ly/2DT8rZ2</a>
Miss Nadine's Pre-School	11.06 - 13.06.2019	<a href="https://bit.ly/2Za2d2u">https://bit.ly/2Za2d2u</a>
Montessori by the Sea School	25.03 - 27.03.2019	<a href="https://bit.ly/2YSvYW6">https://bit.ly/2YSvYW6</a>
Prospect Primary School	12.02 - 15.02.2019	<a href="https://bit.ly/33xZEH3">https://bit.ly/33xZEH3</a>
Savannah Primary School	05.02 - 08.02.2019	<a href="https://bit.ly/2YNv0ut">https://bit.ly/2YNv0ut</a>
St. George's Pre-School	09.01 - 11.01.2019	<a href="https://bit.ly/2P7Ot4m">https://bit.ly/2P7Ot4m</a>
Starfish Village/Village Montessori	25.02 - 26.02.2019	<a href="https://bit.ly/2OTWn1l">https://bit.ly/2OTWn1l</a>
Tiffany's Pre-School	04.10 - 05.10.2018	<a href="https://bit.ly/2Z53oAi">https://bit.ly/2Z53oAi</a>
Tiny Tots	25.02 - 26.02.2019	<a href="https://bit.ly/2TBxki9">https://bit.ly/2TBxki9</a>
Triple C. School	07.05 - 09.05.2019	<a href="https://bit.ly/2MkvQbf">https://bit.ly/2MkvQbf</a>
Wesleyan Christian Academy	13.05 - 15.05.2019	<a href="https://bit.ly/305eBhF">https://bit.ly/305eBhF</a>
West End Primary School	21.01 - 23.01.2019	<a href="https://bit.ly/31Hrz5m">https://bit.ly/31Hrz5m</a>

## APPENDIX 2: OFFICE OF EDUCATION STANDARDS. LIST OF SCHOOLS ON THE CAYMAN ISLANDS

SCHOOL/EYC	OES CLASSIFICATION	SECTOR	DATE RECENT INSPECTION	OVERALL PERFORMANCE
ABC Kids	EYC	Private	2019-20	Not Assigned
Bodden Town Primary School	School	Public	2019-20	Not Assigned
Bright Start Learning Centre	EYC	Private	Sep 2018	Weak
C.I. Further Education Centre	School	Public	2019-20	Not Assigned
Calvary Baptist Christian School	School	Private	2019-20	Not Assigned
Cayman Academy	School	Private	2019-20	Not Assigned
Cayman Brac Day Care	EYC	Public	2019-20	Not Assigned
Cayman International School	School	Private	2019-20	Not Assigned
Cayman Learning Centre	School	Private	New school August 2019	Not Assigned
Cayman Prep and High School	School	Private	Mar 2019	Good
Clifton Hunter High School	School	Public	Oct 2018	Weak
Creek & Spot Bay Primary	School	Public	Jan 2019	Satisfactory
Discovery Kids	EYC	Public	May 2019	Satisfactory
East End Primary School	School	Public	2019-20	Not Assigned
Edna M. Moyle Primary	School	Public	2019-20	Not Assigned
First Baptist Christian School	School	Private	Mar 2019	Satisfactory
Footsteps Cayman	School	Private	New school August 2019	Not Assigned
George Town Primary School	School	Public	2019-20	Not Assigned
Grace Christian Academy	School	Private	Oct 2018	Satisfactory
Hope Academy	School	Private	2019-20	Not Assigned
Island Montessori School	School	Private	Jun 2019	Good
John Gray High School	School	Public	Oct 2018	Satisfactory
Just For Kids	EYC	Private	Jan 2019	Satisfactory
Layman E. Scott High School	School	Public	Oct 2018	Satisfactory
Lighthouse School	School	Public	Feb 2019	Good
Little Cayman ES	School	Public	Jan 2019	Satisfactory

## APPENDIX 2: OFFICE OF EDUCATION STANDARDS. LIST OF SCHOOLS ON THE CAYMAN ISLANDS (CONTINUED)

SCHOOL/EYC	OES CLASSIFICATION	SECTOR	DATE RECENT INSPECTION	OVERALL PERFORMANCE
Little Trotters Farm & Nursery School	EYC	Private	Jan 2019	Excellent
Montessori by the Sea	School	Private	Mar 2019	Good
Montessori del Sol	School	Private	2019-20	Not Assigned
Montessori School of Cayman	School	Private	2019-20	Not Assigned
Miss Nadine's Pre-School	EYC	Private	Jun 2019	Weak
Precious Gems	EYC	Private	2019-20	Not Assigned
Prospect Primary School	School	Public	Feb 2019	Satisfactory
Quality Child Care	EYC	Private	2019-20	Not Assigned
Red Bay Primary School	School	Public	2019-20	Not Assigned
Rite Start	EYC	Private	2019-20	Not Assigned
Savannah Primary School	School	Public	Feb 2019	Weak
Shining Stars	EYC	Private	2019-20	Not Assigned
Sir John A. Cumber Primary	School	Public	2019-20	Not Assigned
Sister Janice's	EYC	Private	2019-20	Not Assigned
Sprogs Garden Playschool	EYC	Private	2019-20	Not Assigned
St. George's Pre-School	EYC	Private	Jan 2019	Satisfactory
St. Ignatius Catholic School	School	Private	2019-20	Not Assigned
Starfish Village	School	Private	Feb 2019	Good
The Achievement Centre	EYC	Private	2019-20	Not Assigned
Tiffany's Pre-School	EYC	Private	Oct 2018	Weak
Tiny Tots	EYC	Private	Feb 2019	Satisfactory
Treasure Garden	EYC	Private	2019-20	Not Assigned
Triple C. School	School	Private	May 2019	Weak
Truth For Youth School	School	Private	2019-20	Not Assigned
WEE Care Pre-School Centre	EYC	Private	2019-20	Not assigned
Wesleyan Christian Academy	School	Private	May 2019	Weak
West End Primary School	School	Public	Feb 2019	Satisfactory



The Office of Education Standards wishes to thank Mr. David Goddard (photographer) for permission to include his images of students within this publication.



