

INSPECTION REPORT

OFFICE OF EDUCATION STANDARDS
CAYMAN ISLANDS GOVERNMENT
NOVEMBER 2023



CF SCHOOL
Creating Foundations

Creating Foundations
for children to thrive



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Pursue excellence
Celebrate diversity
Value integrity
Embrace kindness

CF School

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INTRODUCTION

INSPECTIONS OF SCHOOLS IN THE CAYMAN ISLANDS

As determined by Education Act (2016), all educational institutions are inspected regularly by the Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, government officers and Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In the Cayman Islands, the publication '**Successful Schools and Achieving Students 2**' (Cayman Islands Government, October 2020) is the tool which is used by schools to review their own work and by inspectors when they form judgements.

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements on the basis of evidence of observed practice. They serve a number of purposes:





- Indicators create a **consistent vocabulary and reference point** for a conversation with schools regarding the major determinants of educational success.
- The highest-level exemplar provides schools with a description of **educational excellence** to which schools can aspire.
- The lower-level exemplar provides schools with a clear understanding of levels of provision that are considered **unsatisfactory** and must be improved.
- The indicators can be used by schools for **self-evaluation purposes** and can be linked to school improvement through effective development planning.
- The use of a common set of indicators encourages **consistency in judgements** across different inspection teams. Inspectors must base their judgements on the evidence of the practice they actually observe, rather than with reference to set norms or by employing relative ratings or referring to personal or individual preferences.
- The publication of inspection quality indicators enables schools to see inspection as a **transparent** process.



INTRODUCTION

The inspection framework is organised around judgements using a four-point scale.

The four levels are defined as follows:

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

Consistency in quantitative terminology








Inspectors use quantitative terms in reports, as follows:

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









SCHOOL INFORMATION

General information

	School name	CF School
	Address	461 Walkers Road, Units 4 & 5 Windjammer Plaza, George Town, Grand Cayman
	Telephone number	(345) 516-4623
	Website	www.cfschoolcayman.com
	Name of the principal	Stephanie Rasmussen
	Date of this inspection	14 November - 16 November, 2023
	Date of the last inspection	N/A





Students

	Number of students on roll	28
	Age range of the students	Licensed for 11 -16 Year Olds
	Grades or year groups	Licensed for 7-11
	Number of Caymanian students	20
	Number of students with special educational needs	14
	Largest nationality group of students	Caymanian






SCHOOL INFORMATION

Staff

	Number of teachers	13
	Number of other teaching staff	3
	Teacher-student ratio	1 to 3
	Teacher turnover	16%

Curriculum

	Main curriculum	English National Curriculum
	External tests and assessments	Cambridge IGCSEs, GL Progress Tests and CAT 4
	Accreditation	None

School inspection overall performance history

Cycle 1 Inspection	N/A	-
Cycle 2 Inspection	N/A	-
Cycle 3 Inspection	November 2023	 Good



SCHOOL INFORMATION







School Context

CF School, situated on Walker's Road, George Town, had its early beginning as the Clever Fish After School Programme. The establishment of CF School was driven by parents' requests for homeschooling, particularly for children encountering difficulties in larger high schools. Upon formal registration as a school in 2021, a key component of CF School's vision emphasised the importance of fostering responsibility, resilience and kindness in each child, alongside academic excellence. The institution was registered to provide education to students aged 11-16, utilising the English National Curriculum in Key Stage 3 and subsequently preparing students for the Cambridge International General Certificate of Secondary Education (IGCSE) at Key Stage 4. At the time of the inspection, CF School had an enrolment of 28 students, with 50% of the student body having Special Educational Needs/Disabilities. CF School plans to relocate to a new site in September 2025. This move will accommodate a larger student population while maintaining small class sizes to ensure the continuation of the individualised attention and care which characterises the school.



SCHOOL INFORMATION



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

Quality Indicator	Current Inspection Judgement
1.1 Students' attainment in English	 Satisfactory
1.1 Students' progress in English	 Good
1.1 Students' attainment in mathematics	 Satisfactory
1.2 Students' progress in mathematics	 Good
1.2 Students' attainment in science	 Satisfactory
1.2 Students' progress in science	 Good






SCHOOL INFORMATION

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

Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	 Good
2.2 Students' civic and environmental understanding	 Good


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

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Good
3.2 Learning	 Good
3.3 Assessment	 Good





SCHOOL INFORMATION

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

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Satisfactory





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

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Excellent
5.2 Support and guidance	 Excellent



SCHOOL INFORMATION

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

Quality Indicator	Current Inspection Judgement
6.1 Leadership	 Excellent
6.2 Self-evaluation and improvement planning	 Excellent
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory



OVERALL PERFORMANCE

What the school does well

- CF School fostered a cohesive family ethos where all members were valued and supported. This commitment ensured consistent academic and social progress for all students while providing opportunities for professional growth for staff.
- Capable and dedicated leaders effectively led the school with shared values and vision, which ensured ongoing improvement for both staff and students.
- Highly effective support for students with additional learning support needs (ALSN), including tiered intervention driven by data, ensured all learners made good progress.
- There was a culture of self-evaluation and ongoing improvement planning to meet the needs of the student population and the resulting strategies reflected current best practice in education.

Recommendations

- **Improve the consistency of good or better teaching across all lessons, ensuring good pace and sufficient challenge, leading to highly motivated and inspired learners.**
- **Deepen opportunities for interdisciplinary learning so students are able to make connections and consistently apply learning in real world contexts.**
- **Strengthen collaborative partnerships with schools and the wider community to exchange best practice and to enrich and extend learning and development for all students.**



OVERALL PERFORMANCE

► Good

The overall performance of CF School was judged to be good. This was the school's first inspection. Students' attainment in the core subjects of English, mathematics and science was satisfactory, while progress was good. Students behaved well and were able to self-regulate and manage their emotions and any distractions in positive ways. However, there were observed instances of passive learning where students still required external support to be motivated and active learners. Students had good knowledge of Caymanian culture and environmental issues. They had even proposed changes that could be made to further protect marine life. Their knowledge of governance was more limited.

Teaching was judged as good, with teachers having strong subject knowledge and enthusiasm for their subject. Learning was judged as good, with students displaying self-awareness as learners and confidence to take risks. Assessment was judged as good. Retrieval practice was built into each lesson which enabled students to recall previously learned information and to activate subject specific thinking in preparation for new learning.

Curriculum was good, and there was evidence of cross-curricular links and clear learning pathways.




Health and safety were judged as excellent and the school was a safe environment for students and staff. Well-being was prioritised across the setting. Support and guidance were judged as excellent. Staff and students had positive relationships and students with additional learning support needs were well supported to make good progress.

Leaders were passionate and drove rapid improvements across the school which positively impacted students' achievement and well-being. Self-evaluation and improvement planning were judged as excellent. The school had a culture of continuous self-evaluation which served the school well. Performance management systems and targeted professional development strengthened teaching and therefore supported good progress. Links with parents and the community were judged as good. Parents appreciated the school and the positive impact on their children's progress and development. The school had links with some organisations, but needed to develop stronger collaborative relationships with other schools and the wider community. Staffing and the learning environment were satisfactory. Staff were well qualified and deployed effectively. However, the small setting, while well planned and organised, limited curriculum offering.



ACHIEVEMENT

Students' attainment in relation to international standards

Quality Indicator	Current Inspection Judgement
1.1 Attainment in English	 Satisfactory
1.1 Attainment in mathematics	 Satisfactory
1.1 Attainment in science	 Satisfactory

English



Attainment in English was satisfactory. In school-based standardised assessments, most students performed in line with curriculum expectations and international standards and were predicted to achieve A*-C at IGCSE. A majority of students attained levels that were above international standards and were predicted to achieve A*-B at IGCSE. Although assessment data indicated good attainment, this was not borne out in lesson observations and students' workbooks where most students demonstrated knowledge, skills and understanding broadly in line with curriculum expectations and international standards. In English Language, most students' workbooks evidenced writing that showed a developmentally appropriate understanding of writing conventions and use of grammar. Extended writing pieces, with complex sentence structures and sophisticated vocabulary were less evident. In English Literacy, most Year 9 students were able to explore and analyse elements of a short story and explain how the author had used characterisation to develop the theme and plot. A majority of Year 10 students recognised the importance of symbolism in *To Kill a Mockingbird* and could relate to symbols in their own lives. Most students could identify the literacy devices used intentionally by the author in *The Life of Pi* to illustrate the philosophical elements of the genre.



ACHIEVEMENT

Students' attainment in relation to international standards



Mathematics

Attainment in mathematics was satisfactory overall. External assessment and work scrutiny indicated that most students achieved standards in line with curriculum expectations. Similarly, lesson observations indicated that most students were working at the expected levels. Most Year 9 students were able to add and subtract integers, find the square and cube of numbers and multiply and divide by the power of 10. Most students were secure in performing basic mental calculations. Although a minority of students required structured support to access the curriculum, skilled questioning and expert modelling by the teacher made learning visible which supported students' achievement in lessons. Year 10 students could multiply and divide negative numbers and use Venn diagrams to describe sets and represent relationships between sets. At Year 11, a majority could add and subtract vectors, draw and label the probability scale and solve problems using the sine and cosine rule. Students' fluency in numeracy was variable across year groups.






Science

Attainment in science was satisfactory. Although assessment data presented a picture which supported good attainment, evidence from lesson observations and work scrutiny revealed that students were attaining levels in line with curriculum standards. Despite limited facilities to conduct hands-on scientific experiments so students develop a deeper understanding of the scientific method, students were able to demonstrate investigative skills when using a virtual science lab and could plan their own scientific investigations. In Year 9, students had learned about DNA and could use Punnett squares. They had successfully extracted DNA from a strawberry. Year 9 students knew how humans impacted the environment and demonstrated satisfactory understanding of biodiversity, bioaccumulation and ecosystems. Year 10 students had learned about forces and the Kinetic Particle Theory and diffusion elements and covalent bonds. Year 11 students learned about magnetism and electricity. The advancement of students' scientific proficiency would benefit from integrating more practical components in the curriculum.



ACHIEVEMENT

Students' progress in key subjects

Quality Indicator	Current Inspection Judgement
1.2 Progress in English	 Good
1.2 Progress in mathematics	 Good
1.2 Progress in science	 Good

English



Progress in English was good. In external assessments, a majority of students made good or expected progress, although there was some unevenness in the progress made between boys and girls. In internal data and teacher assessments, most students made better than expected progress in relation to their individual starting points, including those with special educational needs. English interventions, by way of mandatory clinics and 1:1 support, provided students who were not making expected progress with opportunities to catch up, as evidenced in the next data capture point. In English Literacy, students engaged with carefully selected texts increasing in complexity from short stories in Year 9 to more compelling and thought-provoking novels in Year 11. However, oral aspects of the English curriculum were less developed. This resulted in a significant minority of students being passive and less engaged in their learning. In English Language, students were familiar with and could effectively use a variety of graphic organisers to develop their comprehension skills and organise their ideas for writing. Most students in Year 9 made good progress in their reading through the successful completion of a plot graph which outlined the main sequence of events in a story. In Year 10, a majority of students made good progress in developing their understanding of the features, content, audience and purpose of newspaper articles.



ACHIEVEMENT

Students' progress in key subjects



Mathematics

Progress in mathematics was good. Despite students entering the school with a range of learning needs and different starting points, most made good or better progress in their mathematical knowledge, understanding and skills over time. Students' workbooks reflected a good breadth of curriculum coverage and progression in learning. Year 9 students' understanding of algebraic equations was progressing well as most could accurately simplify algebraic equations. By Year 10, most students could successfully apply the BIDMAS rule to solve problems. At Year 11, students made rapid progress in their understanding and use of the probability scale and were able to explain the probability of an event occurring or not occurring. Students' progress would be accelerated with the consistent variation of tasks, activities and assessment to better meet the range of needs in lessons.





Science

Progress in science was judged as good. Data capture points showed that the majority of students made good progress throughout the year. Lesson observations and work scrutiny supported this as well. Year 9 students had started learning about the immune system and could brainstorm things they knew about this new topic from prior learning. Year 10 students were learning about physical and chemical digestion in biology and had learned to use the moment equation. In Year 11, students had learned about electricity and could build series circuits and use symbols to draw them. Students' application of scientific understanding extended to real-life scenarios. An example was evident in a conversation where students discussed the modification of Christmas lights to ensure the entire strand remained illuminated even when one bulb malfunctioned. This demonstrated a tangible connection between theoretical knowledge and practical application. Students demonstrated they were familiar with the scientific process. However, progress would be positively impacted by giving students consistent opportunities to experience as much hands-on learning as possible.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Quality Indicator	Current Inspection Judgement
2.1 Positive behaviour for good learning	 Good
2.2 Students' civic and environmental understanding	 Good



Behaviour

Positive behaviour for learning was good. All students were polite and respectful in their interactions with their teachers, peers and visitors. The school prioritised psychological safety. This was evidenced in the positive and genuine relationships observed between staff and students and also in classrooms where students felt safe taking risks in their learning. However, a significant minority of students were observed to be less motivated, attentive and active in their learning. Most students agreed that they felt cared for at school and a majority of students reported that they were treated fairly. The school's flexible Uniform Policy enabled all students to comfortably adhere to the required standard. The complex social, emotional and well-being needs of the students had directly impacted attendance, which fell just below the 94% required for satisfactory. However, the school outlined plans to improve attendance by further developing links with medical and mental health providers. The transition between lessons was orderly and calm, with almost all students arriving on time and well prepared for their lessons. In a meeting with the students, almost all students attributed the good behaviour to how it was managed consistently across the school. They enjoyed being awarded points that could be redeemed for rewards and felt that the tiered consequences were appropriate.



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT




Civic and environmental understanding



Civic and environmental understanding was good. Most students shared a good understanding and appreciation for the distinctive features of Caymanian life. This was illustrated beautifully through their Gimistory display where students shared their in-depth knowledge of Cayman's history, traditions and culture through well-researched stories, which included seafaring adventures in catboats, hunting for turtles and surviving hurricanes. Most students demonstrated a very good understanding and awareness of local environmental issues and the practices in place to promote environmental sustainability locally, but were yet to recognise how this impacted globally. All students carried a refillable water bottle and brought their own utensils to school to reduce plastic waste. Almost all students could speak in great detail about the breeding programme of the endangered Blue Iguana, the farming of turtle meat and the culling of invasive species such as the green iguanas and lionfish. A few students proposed changes to conservation laws to better protect local marine life, which included adjusting catch and size limits when fishing. Although students were less knowledgeable about governance and their civic responsibilities, they recognised the value of their student council and were beginning to use this platform to voice their opinions and concerns and to initiate charitable projects to support their community.



TEACHING, LEARNING AND ASSESSMENT

Quality Indicator	Current Inspection Judgement
3.1 Teaching	 Good
3.2 Learning	 Good
3.3 Assessment	 Good

Teaching

Teaching was good, with a majority of observed lessons being judged good or better. All teachers demonstrated good subject knowledge and enthusiasm for their subjects. They all showed keen awareness of their students' needs, supporting both diverse learning styles and social-emotional requirements. Positive teacher-student relationships fostered a secure learning environment, promoting increased student confidence, resilience and a willingness to take academic risks. Lessons were carefully planned, with resources effectively deployed to enhance learning experiences. In a significant minority of lessons, the pace was too slow and a didactic teaching approach led to student disengagement but the majority of lessons featured dynamic teaching strategies. In the more effective lessons, teachers structured a good balance between teacher input and student activity. Teachers incorporated strategies in line with the school's teaching and learning priorities to enhance students' inquiry and critical thinking skills, which were developing features. Clear behavioural expectations were communicated and enforced using creative and supportive methods. Teachers demonstrated an in-depth understanding of each student's personal and academic needs and employed effective strategies to ensure good progress. While teachers intentionally planned to meet a variety of learning needs, in a few lessons, adequate challenge was not always provided for higher attainers.





Learning

Learning was good. Students displayed self-awareness and employed relevant learning strategies. They were confident to take risks, often having a try at answering questions or exploring alternate viewpoints. In religious education, articulate expressions marked peer interviews on pacifism, with interviewers challenging peers to provide in-depth explanations. Almost all students were active learners throughout lessons where a good pace and good teaching strategies engaged them. However, most students still required external support to be motivated learners. They were able to successfully and respectfully manage distractions in their learning environment. Students were empowered to take responsibility for their own learning in a variety of ways. They collaborated well in group work. For example, in a study skills lesson, students enjoyed learning with and from each other as they discussed the qualifications and skills required for particular careers. Retrieval practice was built into each lesson which enabled students to recall previously learned information and activated subject specific thinking in preparation for new learning. Students' critical thinking skills were a developing feature of learning and was supporting good progress. In a significant minority of lessons, higher attaining students required more challenge. Work scrutiny revealed that students responded positively to teachers' comments by correcting, completing or extending their work.



Assessment

Assessment was good. There was a clear marking and feedback policy in place which promoted consistency in teachers' practice. Students were regularly assessed during the year, and all teachers kept records of students' attainment across phases. External benchmarks such as Cognitive Ability Tests (CATs), were used to support the target setting process. Assessment practices were established and well understood by teachers and students. Leaders were currently evaluating assessment initiatives for consistency and impact. In almost all lessons, teachers used open-ended questioning to support students' recall and progress and to promote deeper engagement with lesson content. Best practice was observed which positively impacted on outcomes when students were required to justify their responses, sufficient wait time was provided and questions were targeted to individuals rather than the whole class. Peer assessment was also observed in the more effective lessons promoting reinforcement and consolidation of learning. Students corrected their own work with coloured pens to demonstrate their progress. Teachers also used live marking to provide students with instant feedback fostering skills in self-analysis and goal setting. Regular marking across subjects, coupled with developmental feedback, supported improvement. For students with special educational needs, oral and written feedback enhanced confidence. Teachers knew their students' strengths and areas for development, but did not always tailor tasks and assessments to meet students' individual needs.

CURRICULUM

Quality Indicator	Current Inspection Judgement
4 Curriculum	 Satisfactory





Curriculum

The curriculum was satisfactory. The curriculum had a clear rationale and was meticulously planned with clear progression pathways from Key Stage 3 to Key Stage 4. While subject offerings were not comprehensive, there was a suitable range. Despite the school's small size, students enjoyed a balanced curriculum in an inclusive, supportive, and affirming environment. There was evidence of planned curriculum review which considered student voice. An example of this was the addition of marine science following students' visit to the Central Caribbean Marine Institute. Ongoing professional development supported teachers in curriculum design and delivery. Some interdisciplinary learning was promoted through curriculum design. For example, students thoughtfully wove aspects of Caymanian culture and heritage into their short stories, demonstrating deep understanding of local traditions and environmental issues. Technology was sometimes skillfully incorporated into lessons, but could be enhanced, given students' positive response to digital learning. Extra-curricular activities, though limited in range, included chess, yoga, football and art, with the need for broader options highlighted in the OES survey. Students engaged in local competitions, such as the Mind's Inspired Maths Challenge and had received recognition, like the Dart Challenge Trophy. There was the need for sustained curriculum innovation to respond to the limitations of being a small school.



SAFETY AND SUPPORT

Quality Indicator	Current Inspection Judgement
5.1 Health and safety	 Excellent
5.2 Support and guidance	 Excellent



Health and safety

Health and safety were excellent. Comprehensive policies and procedures were implemented to ensure the safety of students in all aspects. The school maintained well-kept premises, equipment and resources that met the diverse educational needs of all students. Detailed records and reflections on each evacuation drill were maintained. All staff possessed CPR/First Aid training, and the school served as the designated Automated External Defibrillator site for the community. In keeping with the school's commitment to fostering psychological safety, a staff member was trained as a Youth Mental Health First Aider. The school met all regulatory requirements. Healthy living was integrated in curricular subjects and most students made healthy choices for meals and had regular opportunities for physical activity. Child protection arrangements were fully compliant and all staff had completed the required Ministry of Education training. Three Child Protection Officers were visibly present throughout the school. The school utilised an electronic platform for recording, monitoring and communicating any concerns related to students. A safe environment was maintained through vigilant staff supervision and strategically placed cameras. The school had a detached outdoor area and had successfully requested the installation of a crosswalk, helping to ensure the safe passage of students and the community across the roadway. Students were always accompanied when crossing and monitored by vigilant staff members when outdoors or on field trips. Thorough risk assessments were completed for relevant situations and actions detailed to reduce risks.









Support and guidance

Support and guidance were excellent. Robust systems were in place to ensure prompt identification, meaningful assessment and quality provision for all students, including those with additional learning support needs and special educational needs. All teachers nurtured positive relationships with all students and responded to them in supportive ways which promoted a culture of inclusion, tolerance and respect, where students felt safe, celebrated and valued. The school adhered to and followed the Cayman Islands Code of Practice which resulted in the provision of effective and timely support through a graduated approach. Consequently, all students received the appropriate level of support in relation to their individual needs. Whilst the school was yet to have their first cohort of students sit IGCSE examinations and graduate, the school had commenced transition planning with their older students to ensure they were well-prepared for their next steps in education. Small class sizes meant that all teachers knew their students well. Through the effective coordination of support, dedicated teachers and the emerging partnerships with outside agencies, barriers to learning had been successfully removed and this enabled students, including those who may have been at risk of academic failure or social exclusion, to thrive and succeed.



LEADERSHIP AND MANAGEMENT

Quality Indicator	Current Inspection Judgement
6.1 Leadership	 Excellent
6.2 Self-evaluation and improvement planning	 Excellent
6.3 Links with parents and the community	 Good
6.4 Staffing and the learning environment	 Satisfactory



Leadership

Leadership was excellent, characterised by a high degree of effectiveness among senior leaders who demonstrated professional competence, passion and unwavering commitment to the school's values and vision. Clearly defined roles and responsibilities, coupled with robust systems and processes, ensured accountability among all leaders and staff. Emphasis was placed upon student well-being and progress in all development plans, reflecting the school's priorities. The prevailing culture fostered innovation, risk-taking and continual self-evaluation, enabling the school to explore novel approaches in meeting the diverse needs of its learning population. Change initiatives were adeptly led and managed, with constant consideration for the well-being of students and staff. Stakeholder consultation played a vital role in the school's operations. Staff demonstrated strong dedication to the school's vision. Effective recruitment practices and an effective performance management system ensured all staff embraced the school's values and philosophy. Distributed leadership fostered staff development in diverse roles. Mentorship and leadership teams with experienced staff supported the development of more recently appointed middle leaders. Although the school had collaborated with a limited number of schools, plans were currently underway to broaden these partnerships. Senior leaders relied on guidance and advice from a select group of stakeholders with expertise in areas such as finance and policy development.





Self-evaluation and improvement planning

Self-evaluation and improvement planning were excellent. Self-evaluation was thorough and accurately identified strengths and areas for development and was underpinned by a strong and reliable evidence base. School leaders led the ongoing self-evaluation process with input and consultation of the staff and advisory members. There was a culture of self-reflection, coaching and mentoring and robust performance management which resulted in targeted professional development matched to initiatives. The school embraced a forward-thinking ethos focused on continual development. Monitoring and evaluation of teaching and learning were rigorous and focused appropriately upon students' learning and progress. Self-evaluation information was carefully analysed and shared with various stakeholder groups who had a clear understanding of the school. Findings from the school's self-evaluation informed ambitious improvement planning, which identified key priorities for short-term and longer-term improvement, including the building of a new school. There were well-defined arrangements for monitoring and review. Improvement planning had a positive impact on standards of achievement, the quality of teaching and staff development.



Links with parents and the community

Links with parents and the community were good. Strong partnerships had been established with parents, most of whom felt involved and instrumental in the development of their child and in the decisions made by the school. As a result of this partnership, there was high attendance and participation of parents at meetings and school events. Parents held the school in high regard and appreciated the approachability of staff and welcomed the individualised support provided for their children. All parents agreed that communication from the school was helpful and timely. The school made effective use of chat groups, emails, class webpages and in-person meetings and this ensured parents were kept informed and updated in all aspects of their child's schooling. Reports were regular, informative and meaningful. Within reports, each child was measured against their own individual starting points. Parents communicated that this approach had positively impacted their children's confidence and helped them recognise their own strengths and areas for development. The school had established productive links with community organisations and local sports clubs such as Spark Music, KulaKids Yoga, chess, Department of Environment, Jasmine, Minds Inspired and the University College of the Cayman Islands, all which enhanced the quality of learning, boosted student wellness and contributed towards improved resourcing and curriculum opportunities. The school now needed to develop and deepen meaningful collaborations with other schools.

Staffing and the learning environment



Staffing and the learning environment were satisfactory, with well-qualified full-time staff and part-time specialists for music and physical education. Generous staffing levels ensured effective supervision indoors and outdoors. Staff retention was better than average. The well-maintained premises were fully utilised, providing students with access to a range of resources, including information and communication technology. In the OES survey, a majority of students and most parents confirmed the availability of quality learning resources. School leaders creatively managed space constraints by establishing a nearby play area and arranging transportation to an off-site playfield for sports. However, only a majority of parents agreed that their child could join a good range of extra-curricular activities. Limitations in specialist facilities hindered some curriculum opportunities. This was acknowledged by a respondent to the parent survey who made the following comment: “*The school is very small so does not have the best facilities but it compensates by being a safe and nurturing environment.*” There was scope for school leaders to actively forge beneficial partnerships with other schools and agencies in the community to further broaden and enrich students’ learning experience. There were plans in place to construct a new school in the near future.

SURVEY RESULTS

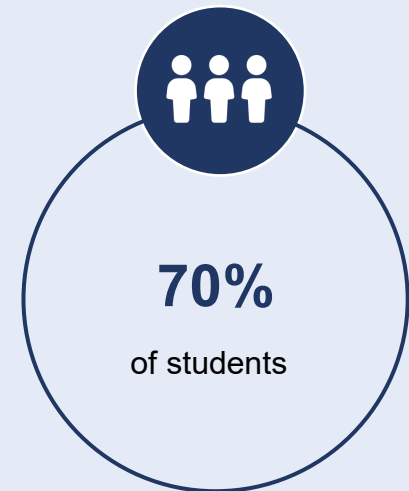
Before the inspection, the views of parents, staff and students were surveyed. The numbers of participants that completed the survey were:

Students	26	Parents	29	Staff	12
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Students

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

Almost all students (26/29) responded to the survey. A majority felt they were making good progress in English, while most felt they were progressing well in mathematics, science and in all other subjects. A majority thought the behaviour of most students in the school was good and that they were developing a good environmental understanding. A significant minority agreed that they were developing responsibility as a member of the wider community while a majority expressed they were developing good environmental understanding and had opportunities to learn in the wider community. A majority of respondents agreed most lessons were good, they enjoyed most lessons and that teachers helped them understand how well they were doing. A significant minority felt that they could join in a good range of extra-curricular activities while a majority agreed their school provided subjects they wished to study. A majority indicated they received the right amount of homework to help with their learning. Most students said that they felt safe and cared for at school. A majority felt that they were treated fairly at school and that if there were incidents of bullying, their school would do something to stop it. Most students agreed that the school helped them to choose a healthy lifestyle and that they felt safe on school buses. A majority felt that the school helped them make good choices about their career or future education and that if they had special learning needs, the school would do a good job to help them. Most respondents agreed that the staff was suitably qualified and skilled while a majority felt they had access to good quality resources for their learning.



Strongly Agree and Agree



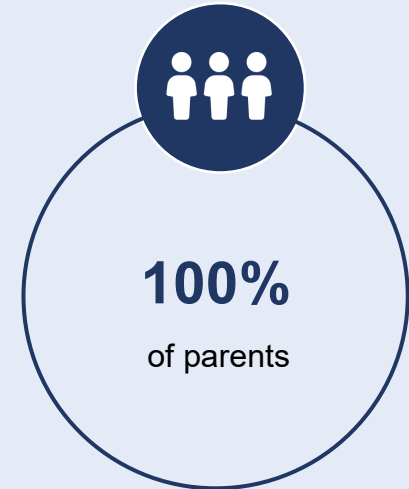
SURVEY RESULTS

Parents

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

Twenty-nine parents completed the survey.

All parents felt that their child was making good progress in mathematics and most parents felt that their child was making good progress in English. Almost all parents agreed that their child was making good progress in science and in all other subjects. All parents responded that the quality of teaching was good. Almost all parents thought that their child enjoyed most lessons and most parents believed that their child was inspired to learn. Only a majority of parents felt there was a good range of extra-curricular activities, and most agreed that the school offered the subjects their child wished to study. All parents felt students' behaviour was good and almost all parents indicated that their child was developing a good sense of responsibility as a member of the wider community. All parents responded that their child was safe and cared for at the school. Almost all parents indicated that their child was treated fairly and that any incidents of bullying were effectively dealt with. Most parents agreed that the school provided good support for students with special educational needs and helped their child make good choices about their future education and career. All parents expressed the view that the school was well led and leaders responded appropriately to parental concerns. All parents agreed that they received good information about the school improvement plans, and communication between the school and parents was effective and timely. Most parents indicated they were effectively involved in the work of the school. All parents reported that school reports were regular and informative, and almost all parents felt that the parent-teacher meetings were regular and helpful. A majority of the parents felt that the school enjoyed good links with the wider community. Almost all parents felt that school has appropriately qualified and suitably skilled teachers and staff, and all parents agreed that the school provided good quality resources for learning. Parents who offered comments were positive, with many referencing the nurturing and caring culture which prioritised student well-being.



Strongly Agree and Agree



SURVEY RESULTS

Staff

Survey: “This school provides a good quality of education.”

12 staff responded to the staff survey. All staff agreed that the behaviour of most students in the school was good and that the school environment was safe and caring for all members. Almost all reported that most students at the school understood their responsibilities as members of the wider community. All respondents agreed that most students showed good environmental understanding and that the school helped students choose a healthy lifestyle. All staff expressed that students were treated fairly at the school and the school dealt with any incidents of bullying effectively. All staff felt that the school provided good support to students with special educational needs. All staff agreed that the school was well led and almost all indicated that they were involved in the process of school self-evaluation and improvement planning. All staff reported that the school effectively supported their continuing professional development and that there are appropriately qualified and suitably skilled teachers and staff. Most respondents felt that the parent-teacher meetings were well attended and helpful and that there were sufficient resources of good quality to support their teaching.



Strongly Agree and Agree

WHAT HAPPENS NEXT?

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

This should address:

- The recommendations identified within this report;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school.

WHEN WILL THIS SCHOOL BE INSPECTED AGAIN?

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



WHO ARE WE AND WHAT DO WE DO?

The Office of Education Standards is part of the Portfolio of Civil Service within the Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in the Cayman Islands.

How to contact us

You can contact us using the following e-mail address.

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Where to read our reports

Our reports are published regularly and are currently available on the Cayman Islands Government website. Please use the following link to read our latest publications.

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