



## INSPECTION REPORT

# LITTLE CAYMAN EDUCATION SERVICES

OFFICE OF EDUCATION STANDARDS  
January 2019

# Table of Contents

Introduction .....	3
Information about Little Cayman EC .....	5
The context of the school .....	6
Key strengths .....	7
Recommendations .....	7
Summary .....	8
Achievement .....	9
Students' personal and social development	11
Teaching, learning and assessment .....	12
Curriculum .....	14
Safety and support .....	15
Leadership and management .....	16

Survey results .....18

Office of Education Standards .....19



## Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (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, to government officers and to appointed 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' is the tool which is used both by schools to review their own work and by inspectors when they visit.

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

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

## Evaluations

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

The four levels on the scale are defined 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.

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

	<b>Definition</b>	<b>Numerical</b>
<b>All</b>	The whole – as used when referring to quantity, extent, or duration.	100%
<b>Almost all</b>	90% and more	90% to 99%
<b>Most</b>	Three quarters or more but less than 90%	75% to 89%
<b>Majority</b>	Half or more but less than three quarters	50% to 74%
<b>Minority</b>	15% or more but less than half	15% to 49%
<b>Few</b>	Up to 15%	0% to 14%

## Information about Little Cayman EDC

<b>Name of school</b>	Little Cayman EDC
<b>Address</b>	210 Spot Bay Road, Little Cayman KY3-2500
<b>Telephone</b>	345-948-1052
<b>E-mail address</b>	Vjuman-khan@lces.edu.ky
<b>School Website</b>	Currently in development
<b>Teacher-in-charge</b>	Ms. Veronica Juman-Khan
<b>School day timing</b>	08.30am to 3pm
<b>Age range of students</b>	4 to 11 years
<b>Number of students</b>	2
<b>Number of teaching staff</b>	1
<b>Number of support staff</b>	1
<b>Date of last inspection</b>	June 2007

## The context of the school

Little Cayman Education Services is located on Little Cayman. The school opened in 2000 with two students. Over the years the number of students on roll has fluctuated between two and nine students. At the time of the inspection there were two students, a teacher-in-charge and a support assistant. The teacher-in-charge had been working at the school for 16 years and the teacher's support assistant, joined the school nine years ago.

The school was purpose built and consisted of one large classroom. There was fencing around the school perimeter but no gates and no division to separate the outdoor play area from the Health Centre, located at the back of the school premises.

An inspection of the school took place in 2007. Using a different set of inspection criteria, the school at that time was judged to be good.

As a government school, the Cayman Islands Early Years Curriculum Framework was used for younger students and the Cayman Islands National Curriculum for students in Years 1 to 6.

At the time of the inspection no students were identified as requiring additional support for special educational needs.

## Key strengths

The inspection identified that the key strengths of Little Cayman were:

- the positive relationships between students, staff, parents and the wider community;
- students' good behaviour, positive attitudes to learning and their civic and environmental understanding;
- staff knowledge of students' strengths and needs, and the caring learning environment they create;
- curriculum enrichment with frequent visits and visitors;
- the commitment of staff to the school and students.

## Recommendations

For Little Cayman to improve further leaders should:

- increase the rate of students' progress by setting students challenging, individual targets and regularly monitoring progress towards them;
- improve the consistency of teaching so that a higher proportion is good or better by:
  - increasing the pace of lessons;
  - asking more open-ended questions;
  - providing students with more opportunities to think critically and learn independently;
- re-structure the timetable so that lessons are shorter and more focused and productive;
- ensure school improvement planning is based on rigorous self-evaluation and analysis of data;
- increase opportunities for high quality, independent, play-based-activities in early years.

# Summary

## **Overall Evaluation - Satisfactory**

The overall performance of Little Cayman EDC was judged to be satisfactory.

The school had no significant weaknesses and the teacher-in-charge had overseen improvements since the previous inspection in 2007.

Across quality indicators, all judgements were at least satisfactory. The satisfactory judgements included:

- students' attainment in English, mathematics and science;
- the quality of teaching, learning and assessment;
- health and safety, and support and guidance;
- leadership, self-evaluation and improvement planning, staffing and the learning environment.

The school also had a number of good judgements. These included:

- students' behaviour and their civic and environmental understanding;
- links with parents and the community.

## Achievement

<b>Students' attainment in relation to international standards</b>	<b>Whole school</b>
Attainment in English	Satisfactory
Attainment in mathematics	Satisfactory
Attainment in science	Satisfactory

In English, attainment was satisfactory and broadly in line with local curriculum expectations. School records for the past three years indicated that students in Year 6 had reached expected levels in external tests and school assessments. School data and samples of students' work indicated that current students also reached age related expectations. Students' skills in speaking and listening developed well. Vocabulary was increasing appropriately enabling students to express themselves clearly in spoken English. There were appropriate opportunities for students to write in a range of genres and for different purposes. Students enjoyed reading and at an age-appropriate level read with confidence, fluency and good intonation.

Attainment in mathematics was satisfactory. In recent years students in Year 6 achieved the expected levels in external tests. Tracking information kept by the school showed that current students were also reaching age-related expectations. Work in students' books and folders kept by the school showed that students had worked on a range of mathematical topics related to shape, space and measurement, as well as number and calculation. In the younger age group games were played to develop students' recognition of numbers but there were too few opportunities to work with materials such as blocks and counters that would support understanding. Where one-to-one support was given, students worked at an appropriate level and were able to develop their understanding. Occasionally, when students were taught in mixed age groups the work was not pitched at a level to meet everyone's needs and as a result, students had greater difficulty grasping some mathematical concepts.

In science students' attainment was satisfactory. Students achieved in line with age-related curriculum expectations. They enjoyed growing plants, identifying living and non-living items and learning about the environment. During these topics, students were able to record observations, representing their understanding through drawing and diagrams. The topics also provided them with opportunities to investigate and explore, however, resources to support their work, such as magnifiers, were limited. Students often worked outside and were able to develop and follow their own lines of enquiry such as when they found feathers in the school grounds. Their understanding was then enhanced by a trip to the National Trust Centre to look at birds. In a few lessons, students' understanding remained at a simple level and was not deepened through exploration of ideas.

<b>Students' progress in key subjects</b>	<b>Whole school</b>
Progress in English	Satisfactory
Progress in mathematics	Satisfactory
Progress in science	Satisfactory

In English students made satisfactory progress. Tracking data for the past three years indicated that by the time students were in Year 6 they had made satisfactory progress in literacy skills. Current students were making expected progress with their speaking, listening and writing skills. Students had frequent opportunities to read both independently and with adults. Consequently, sufficient progress was being made in the development of reading skills.

Students made satisfactory progress in mathematics skills development. Tracking information kept by the school for the past few years indicated that students made satisfactory progress over time. Current students were also making the expected rate of progress. Occasionally, when students were taught in mixed age groups and work was not pitched at a level that met everyone's needs, students' progress was slower.

Progress in science was satisfactory. At times when students worked together, for instance when working on senses, there was a lack of challenge and this impacted on the rate of progress being made by all students. Scientific knowledge progressed well but understanding progressed more slowly as it was not always deepened through sufficient exploration of ideas. As students had few opportunities to investigate independently, progress in scientific skills was not yet sufficiently well developed.

## Students' personal and social development

Promoting students' personal and social development	Whole school
Positive behaviour for good learning	Good
Students' civic and environmental understanding	Good

Students' behaviour was good. Behaviour expectations were clear and consequently students demonstrated appropriate behaviour during lessons and at break times. They were respectful and courteous and good relationships between staff and students were evident. Students were inquisitive and keen to learn. They were well cared for and consequently felt safe in school. Students wore the required school uniform and sports kit. They were punctual for school at the start of the school day. However, attendance over the past few years had been below the expected level.

Students' civic and environmental understanding was good. Almost all students had a good knowledge of their culture, religion and national identity and demonstrated age-appropriate understanding of some of the Caymanian traditions and culture. They could talk confidently about national symbols and local festivals and celebrations such as Pirates Week. Students' growing spiritual awareness was supported through morning devotion and weekly religious education lessons. Students helped to take good care of their immediate environment by tidying away after activities and disposing of litter in appropriate ways as well as recycling and reusing what they could. For example, when students made lemonade, they reused the plastic water bottles. Students had a good age-related understanding of local environmental issues, especially those connected to protecting iguana and keeping the sea free of plastic to help keep wildlife safe.

## Teaching, learning and assessment

<b>Ensuring effective teaching to support students' learning</b>	<b>Whole school</b>
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

Teaching was judged satisfactory overall. Over a three-year period, teaching had resulted in satisfactory progress and attainment in all three core subjects. During the inspection most teaching was judged satisfactory or better. Teachers had good subject knowledge and were aware of students' learning needs and often used one-to-one teaching to meet these individual needs. Behaviour expectations were established and relationships with the students were positive. The timing of lessons was not consistently well managed. Lessons were often too long which meant students lost concentration. Where teaching was better, questioning was used productively to probe students' thinking and understanding, but it was less effective when it was used simply to confirm their levels of knowledge. Although there were some opportunities for students to develop enquiry and critical thinking skills, particularly in science, direct teaching was much more evident. For students in the early years this meant that provision for independent, play-based activities with open-ended tasks was limited.

Learning was satisfactory. Although students' learning was often directed, they could explain clearly and confidently what they had been learning. Students generally had positive attitudes to learning but they sometimes became tired and disengaged when lessons were too long. They enjoyed learning from visits and visitors to the school. For instance, they talked enthusiastically about the environmental impact of litter on the island's beaches having been involved in litter collecting. They were also able to make a few connections between different areas of learning and applications to real life. Practical activities, such as making lemonade, provided meaning and context to measuring skills and writing instructions. Laptops were used to provide individual, age-appropriate activities and support learning. Students had occasional opportunities to make decisions and find things out for themselves. However, in the early years too little time was spent in active exploration and building understanding through play.

Assessment was judged satisfactory. Staff worked closely with the students and knew their strengths and weaknesses. The school had put in place 'Watch Me Grow' as a tool for recording the progress of Early Years students and used this to collect notes on observations as evidence for their accomplishments. This showed clearly how Early Years students were progressing and how well they were achieving against the four main strands of the Cayman Islands Early Years Curriculum. A range of standardised tests, along with teacher assessments were used to monitor students' achievements in the core subjects across other year groups. Oral feedback during lessons was often effective as mistakes were identified and corrected on a one-to-one basis. Written feedback in students' books was mostly congratulatory and rarely indicated ways

in which the students could improve their work. Targets were not set or monitored for students to work towards, to ensure progress was being made and where appropriate accelerated.

# Curriculum

<b>Offering a curriculum that meets the educational needs of all students</b>	<b>Whole school</b>
Curriculum	Satisfactory

The quality of the curriculum was satisfactory. It was well planned to meet most national requirements, with a strong emphasis on literacy and numeracy. In addition to these core subjects, students were taught science, music, physical education, social studies, information technology, art and religious education. There was no provision for teaching a modern foreign language, such as Spanish. Often, timetabled lessons were too long which had an adverse effect on the pace of lessons and consequently students' rates of progress. Some cross-curriculum links were made to the local environment and community, but many lessons were based on discrete areas of learning with more limited links made to other subjects. There was insufficient delivery of aspects of the Early Years curriculum through play-based learning experiences which restricted the development of some early childhood experiences. The curriculum was enhanced by a good range of visits. Locally, these included trips to the Little Cayman Museum, National Trust visitors' centre and the egg farm. Additionally, trips were made to Cayman Brac to participate in the Arts Festival, see the caves, visit the old people's home and attend a sports day with other schools. A programme of visitors from the local community further enriched the curriculum. There were no extra-curricular activities. The curriculum was reviewed regularly and adjustments had recently been made to mathematics plans, but it was too soon to measure the impact of the modifications on student outcomes.

## Safety and support

<b>Keeping our students safe and always supported</b>	<b>Whole school</b>
Health and safety	Satisfactory
Support and guidance	Satisfactory

Health and safety were judged satisfactory. The building and equipment were well maintained and clean. Staff had been trained in first aid and in child protection procedures so understood how to keep the students safe. Students were very well supervised throughout the school day from arrival to dismissal. Most health and safety requirements were up to date, including the fire certificate and extinguisher checks. The teacher-in-charge reported that fire drills were held on a regular basis, but records of these were not systematically kept. Issues relating to potable water identified in the Environmental Health report in 2018 had not been addressed. Students had regular exercise through their physical education classes and there was some evidence in their work samples of learning related to health and hygiene, including a visit from the District Nurse. Healthy living was not systematically promoted. Some parents sent students to school with fruit and other healthy options at lunch-time.

Support and guidance were judged to be satisfactory. Staff knew the students well and were aware of their needs. They treated students kindly but firmly. The school had a system relating to behaviour that had the acronym WOLF, this stood for: working quietly; offer respect; listen and pay attention; follow directions. It was used effectively to remind students of expectations around behaviour, and they understood these well. Appropriate systems were in place to track students' progress and next steps were shown in students' report cards. However, the school did not identify sufficiently ambitious individual targets to encourage students to reach higher levels. The school did not track attendance effectively in order to identify where absence needed to be improved.

## Leadership and management

Leading and managing the school and developing links with the community	Whole school
Leadership	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Links with parents and the community	Good
Staff and the learning environment	Satisfactory

Leadership was satisfactory. The teacher-in-charge led the school effectively and demonstrated the capacity to make further improvements. Staff had clearly defined roles of responsibility and worked well together as a team to ensure the smooth running of the school on a day-to-day basis. Staff had a strong commitment to the school and the care of the students. The senior school improvement officer visited regularly to monitor teaching and provided effective guidance to support improvement. However, there were no formal performance management arrangements related to leadership of the school, the support assistant or visiting specialist teachers.

Self-evaluation and improvement planning were judged to be satisfactory overall. Staff had evaluated all areas of the school's work. This resulted in a broadly accurate view of the students' academic outcomes and school standards. Aspects requiring further improvement had been appropriately identified. However, these were not incorporated into the school improvement plan. Goals in the plan were generic and not linked to the needs of the school that had emerged from the analysis of assessment data and self-evaluation. The school had addressed most recommendations from the previous inspection and other monitoring visits carried out at the school.

Links with the parents and the community were good. Parents expressed high levels of satisfaction with the school. They had daily access to staff and most communication was verbal. Occasionally this resulted in miscommunication. Parents received regular updates, about their child's progress. Written reports were of good quality and highlighted the next steps in their child's learning. Parents met with the teacher to discuss their child's progress each term. The school website was underdeveloped. Students benefitted from links with schools on Cayman Brac and regular opportunities to participate in joint events. Parents led the Parent Teacher's Association and undertook fundraising to support trips for the students. Parents also organised special events to enrich the student's learning, including a programme of Christmas events, Heroes Day and students' involvement in Pirates Week.

Staffing and the environment were satisfactory. A high ratio of staff to students ensured students often benefited from one-to-one support and guidance. Staff had been in post for at

least eight years, providing stability and continuity for the school. Other professionals, with specialist qualifications, offered support with the teaching of physical education and music but this was not always consistent. The premises and facilities were sufficient to help staff deliver the core curriculum. The classroom included an adequately stocked reading corner. There were sufficient laptops for students to use, but beyond this there were few other technologies, such as programmable toys, digital magnifiers or cameras, to support learning. There were not enough resources for play-based activities for younger children. The small outdoor learning space, along with limited resources, restricted the delivery of physical education.

## Survey results

As the number of responses was less than 10 and to ensure confidentiality of participants, the survey data has been summarised as follows:

Findings from staff and parent surveys and discussions with staff, parents and students were mostly positive. Parents agreed that their children were making good progress in English, mathematics, science and other subjects. They strongly indicated that their children were inspired to learn and developed environmental understanding well. They agreed that the quality and amount of homework was appropriate. Parents were active participants in the work of the school. They felt that the school was led well, that the quality of teaching was good and their children were well-cared for at the school. Parents were pleased with the quality of reports because they were regular and informative.

Staff indicated that they felt the school provided a good quality of education for students and a safe and caring environment. All staff were involved in self-evaluation and improvement planning. Staff judged students' behaviour to be good. Staff stated that the school enjoyed good links with parents and the community. Parent and teacher meetings were said to be well attended.

In discussions with students during the time of the inspection, they described behaviour as good. They said they felt safe and cared for at school. Students stated that they enjoyed being at school, liked lessons and felt they were making progress in their learning.

---

### What happens next?

As Little Cayman EDC was judged to be providing a satisfactory quality of education, there will be no further inspections of the school until the next round of inspections which will commence in September 2020.

## 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.

[adminOES@gov.ky](mailto:adminOES@gov.ky)

---

## Where to read our reports?

Our reports are published regularly and are currently available on the Portfolio of Civil Service website. Please use the following link to read our latest publications.

[\*\*www.oes.gov.ky\*\*](http://www.oes.gov.ky)

