



FULL INSPECTION REPORT

MONTESSORI SCHOOL OF CAYMAN

OFFICE OF EDUCATION STANDARDS

NOVEMBER 2019

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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.

	Definition	Numerical
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%
Minority	15% or more but less than half	15% to 49%
Few	Up to 15%	0% to 14%

Information about the school

Name of ECCE centre	Montessori School of Cayman
Address	519, South Church Street, George Town, Cayman Islands.
Telephone	345-949-0202
E-mail address	admin@caymanmontessori.com
ECCE centre website	www.caymanmontessori.com
Name of manager	Ms. Briana Bergstrom
Centre's hours of operation	7:30am-12.30pm (Half Days) 7:30am-3:15pm (Full Days)
Number of children on roll	32
Number of teaching staff	8
Number of support staff	Not applicable
Date of last inspection	May 2013

Age range of children

Age Range	Number of boys	Number of girls	Total
18 - 36 months	4	10	14
36- 48 months	10	7	17
48 months +	0	1	1
Total	14	18	32

The context of the school

Montessori School of Cayman was established in 1988. It was the first pre-school in the Cayman Islands to offer the Montessori curriculum. The school changed ownership in 2016.

There are currently 32 children on roll from the age of 18 months to five years. The school is licensed by the Cayman Islands Education Council to educate children to the age of six years. The school is organised into two classes, a Toddler and Casa class. Staffing ratios are compliant with Education Council requirements.

At the time of the inspection, the Head of School, who was also an owner, had been in post for three years. The Head of School was teaching part-time in the Toddler class and undertook her administrative duties in the afternoon when there were fewer children in attendance.

The last inspection of the school took place in May 2013. There were three recommendations made at that time. Since that inspection, the school had started to enrol children of statutory school age. However, at the time of this inspection, the oldest group of children were five years of age.

Montessori School of Cayman followed a Montessori curriculum which staff had aligned to the English Early years Foundation Stage curriculum and to the Cayman Islands Early Years curriculum to ensure compliance with national requirements.

Key strengths

Inspectors identified the following strengths in the work of the school;

- The programmes for well-being and respect included many excellent features and, as a consequence, children's responsibility for their learning and their developing independence were strengths of the provision;
- Relationships within the school were highly positive with a strong sense of teamwork amongst staff and affirmative, caring support for all children;
- The Head of School modelled excellent practice offering clear expectations to all regarding the delivery of a high quality early years programme;
- Parents expressed high levels of satisfaction with the school and communication between home and school was noted to be effective;
- The outdoor classroom offered the children access to a good breadth of open-ended play opportunities and multi-sensory learning experiences.

Recommendations

To further improve the quality of education offered at Montessori School of Cayman, the Head of School and staff should;

- Review and adapt the programme for respect to extend children's understanding and knowledge of culture and religion;
- Further develop assessment strategies to determine children's progress in key areas of learning and confirm achievement against age-appropriate developmental milestones;
- Strengthen the quality of teaching by including greater challenge within the programme for the older and higher achieving children;
- Proceed with plans to introduce more regular observations of lessons, agreeing the characteristics of excellent teaching and using this information to evaluate staff performance;
- Develop governance, including external accreditation or similar arrangements to assist the Head of School continue to improve school performance.

Summary

Overall Evaluation - Good

Montessori School of Cayman provided a good quality of education and performed well in all major aspects of its work.

Across all quality indicators, most judgements were good and these included;

- teaching, learning and assessment;
- the curriculum;
- arrangements for health, safety, support and guidance;
- all aspects of leadership.

The school also had a number of excellent features which included;

- aspects of children's achievement in communication, exploration, well-being and respect.

Staff at the school effectively facilitated Montessori principles such as the promotion of children's independence, choice and responsibility in learning. The school was a happy, safe community characterised by an ethos of mutual respect and care for the children's welfare.

The learning environment was well planned and engaging and provided a good quality of multi-sensory experiences for the children who displayed high levels of enjoyment and engagement in their learning. Children of all ages demonstrated positive learning dispositions and often concentrated well on their tasks. Interactions between the staff and children were nurturing, respectful and affirmative. Staff morale was high.

Parents expressed high levels of satisfaction with all aspects of the work of Montessori School of Cayman. The Head of School demonstrated a strong capacity to lead further improvement.

Achievement

EXPLORATION	Evaluation
Movement: Children develop their fine and gross motor skills through independent and guided opportunities.	Excellent
Sensory: Children will use their senses in active exploration to understand their world.	Good
Scientific: Children inquire, research, generate and modify their own working theories about their world through independent and guided opportunities.	Good
Mathematical: Children manipulate materials and explore concepts relating to number, shape, space, measurement, time and classification through independent and guided opportunities.	Good
Technological: Children experiment with tools, materials and equipment through independent and guided opportunities.	Good

Children's skills in movement were excellent because they had frequent and well planned opportunities to develop their fine and gross motor skills. All of the children had daily access to resources which supported the acquisition of core skills and many demonstrated above age-related competence. The children regularly used a range of small play equipment and tools such as scissors, paint brushes, coloured pencils and play dough. As part of the Montessori curriculum programme, the children were frequently required to use their fine motor skills to complete specified tasks. Outdoors, there were large scale chalk boards positioned at the correct height to ease access and use of these encouraged children to gain confidence with their emergent writing skills. Furthermore, in the outdoor classroom, almost all the children displayed excellent co-ordination using climbing apparatus, swings and trikes. The spacious outdoor area was used regularly throughout the day by the Toddlers and Casa classes to maximise the opportunity for children to develop their movement skills within independent and guided activities.

Sensory perception was good because staff incorporated within the planned programme frequent opportunities for children to learn through play tasks which required use of a number of senses. For example, in the Toddler class, at the start of the new project about colours, the

children used their sense of touch when they were playing with different coloured lengths of spaghetti. In the outdoor area, a 'mud kitchen' was available for children to explore texture and different materials. In the Casa class, as part of their Cayman project, the children tasted coconut water and were encouraged to describe their sense of taste. Within the regular programme for both classes there were music sessions led by a specialist, during which the children used percussion instruments to accompany music they enjoyed. The children also danced and completed yoga exercises guided by specialist staff. At all stages the children used various media to express their creativity and express their understanding and appreciation of their world. There was scope for staff to further extend children's sensory perception through their interventions during other activities offered during the school day.

Children's scientific understanding was good. Staff made effective use of class topics, such as dinosaurs, the planets and 'all about me', to support children's acquisition of scientific skills and knowledge. The children grew plants in the outdoor classroom and had learned about the life cycle of a frog and butterfly. Most children demonstrated care and empathy when they helped look after the school animals. Children were able to explain the importance of light and water to support plant growth and, through the effective use of the outdoor learning environment, staff frequently directed children to observe the features of plant and animal life that characterised Cayman. To further extend children's skills in scientific enquiry, there was a need to include more regular opportunities for children to participate in tasks which required the acquisition of prediction, observation, reflection and recording skills.

Children's mathematical understanding was good as most had a good understanding of the mathematical concepts and language associated with number, shape, time and measures. Older children demonstrated above age-related skills in aspects of number because they were able to represent large numbers accurately using mathematical resources. The calendar was discussed every day in Toddler and Casa classes and this helped children understand aspects of time. A number of the numeracy activities took place in meaningful contexts, including baking and water play as children helped care for their learning environment. The programme for mathematics was carefully planned but required some review to include more regular and purposeful mathematical learning related to aspects of data handling and measures.

Technological understanding was good. Children were provided with frequent opportunities to use various tools, materials and equipment. In the Toddler class, for example, the youngest children used well-designed play equipment which helped them learn how to fasten buttons and use Velcro. In Casa, tasks related to the care of the classroom environment supported the children's confident use of different tools to complete tasks. Although the children had access to a breadth of practical equipment and were able to access such independently, there were too few focused activities and resources such as, for example, programmable toys, in order to help further develop the children's early information technology skills.

RESPECT	Evaluation
Self: Children develop a positive sense of who they are and an understanding of their rights and responsibilities.	Excellent
Others: Children understand how their role and the roles of others impact the community.	Good
Environment: Children will act responsibly in preservation of their natural world.	Good
Culture: Children gain an awareness of and appreciation for their own culture and cultures around the world.	Good
Religion: Children have an awareness of and respect for their own and other religions.	Satisfactory

The children's sense of self and understanding of their own rights and responsibilities was judged as excellent. Over the course of the inspection, inspectors observed that the children were happy, confident, inquisitive and demonstrated the ability to make decisions for themselves. Almost all were aware of how their actions impacted themselves and their learning environment. This was evident in their sense of responsibility as they put away toys and resources when they were finished with them. Almost all children engaged in activities that replicated real-life scenarios such as setting tables, cutting up and serving food, watering plants and polishing silver. The planned learning environment allowed children of all ages, including toddlers, to make decisions regarding their choice of activities. In addition, almost all children demonstrated good understanding of the limits and boundaries of acceptable behaviour. Most were able to successfully negotiate and resolve conflicts and almost all were learning to manage their personal needs independently.

The children's understanding of how their role and the role of others impacted their community was good. Planned visits to the centre by special visitors, dress-up days during which the children took on imaginary roles as community helpers. Trips off-site to places such as the fire station promoted children's awareness of the roles of others in the community. Staff planned visits to places such as the Botanic Gardens and the submarine station to promote children's knowledge about and relationships with people in the community. In their interactions, almost all children demonstrated care and empathy and respect for adults and their peers. Almost all were developing the ability to take turns and to share fairly when interacting with others.

The children's understanding of the environment was good. Almost all children were learning how to act responsibly to preserve the environment. The pet guinea pig, rabbits and fish on the premises provided children with opportunities to respect living things and develop empathy.

Grow boxes in the garden area promoted children's awareness of plants and supported their understanding of how the environment provides for us. Over the course of the inspection, children were observed watering the plants in the grow boxes and raking the soil. Through planned visits to the Botanic Gardens children were to learn about the Cayman Blue Iguana and develop their respect for wildlife. The children were also exposed to a range of books in the school that illustrated the local environment as well as environments around the world. However, all children would benefit from structured opportunities such as class projects to recycle and reuse thereby further promoting their environmental awareness.

The children's cultural awareness was good. 'All about me' themed activities during the month of October provided children with rich opportunities to learn about each other and the cultures of others. In the Casa class, for example, children made family trees with the help of their parents and made oral presentations to their peers. This activity allowed children to make connections with their own families as well as the families of their peers. In addition, all classrooms displayed symbols that reflected the cultural heritage of the Cayman Islands. This effectively promoted the children's sense of identity with their local community. Throughout the school year, planned activities such as 'International Lunch', 'Pirates Week' celebration and activities involving local traditions such as the making of 'Cayman Swanky' lemonade supported the children's growing awareness of their own culture and other cultures around the world.

The children's awareness of and respect for their own and other religions was satisfactory. Children in the Casa class said grace before meals and children and their families participated in an annual Christmas programme at the school. However, there were no structured opportunities for the children to engage purposefully in religious practices. For example, the children did not participate in morning devotion neither did they benefit from shared bible stories that reinforced attributes of kindness, forgiveness and tolerance. There was scope to include opportunities within the programme through which children developed an awareness of and respect for world religions.

COMMUNICATION	Evaluation
Verbal and Symbolic: Children interpret information received and effectively express themselves in a variety of ways.	Good
Listening: Children develop the inclination and ability to listen attentively and respond appropriately.	Excellent
Creative Expression: Children experience and develop an appreciation for various forms of art from a variety of cultures.	Good
Literacy: Children demonstrate an understanding that symbols are used to represent ideas.	Good

The children’s verbal and symbolic communication was good. Most children demonstrated confidence, fluency and clarity in speech. Almost all were developing conversation skills in a variety of contexts. For example, most children confidently requested help when needed. They followed instructions and initiated conversations with their peers and adults. Through planned learning opportunities such as shared reading, the children were developing a rich and broad vocabulary. Children’s daily reading logs with comments from staff and parents indicated a good partnership between home and school to promote children’s love of reading. Samples of the older children’s work since the start of the term indicated that most were given some opportunities to practise their writing skills. However, there was scope to further promote children’s developmental writing by increasing mark making opportunities indoors. In addition, the older children would benefit from opportunities to write in meaningful contexts, such as writing menus, lists and notes.

The children’s listening skills were excellent. Almost all children were developing the ability to listen attentively and respond appropriately in different settings. Toddlers demonstrated behaviour that indicated active listening when they followed actions to songs or made movements in response to music. In addition, during shared reading, most children responded appropriately by asking questions and making comments. Most of the older children were able to respond appropriately to themes in a story. For example, after listening to the story about the ‘Rainbow Fish’, most children in the Casa class demonstrated empathy for the rainbow fish who had given away all his scales.

Children’s creative expression was good. Almost all children were able to express themselves creatively using a variety of media. For example, toddlers experimented with colour using dot markers to create patterns. Also, during an outdoor activity, toddlers used large sheets of paper on an easel and spray bottles to mix and experiment with a range of colours and patterns. They clearly enjoyed the activity and sprayed with abandon and enthusiasm and all children were

delighted with their creations. Play-based scenarios outdoors provided the children with good opportunities for role play. Timetabled sessions for music and yoga helped children to express themselves through music, movement and dance. However, children would benefit from additional opportunities to recreate roles and experiences through drama and storytelling using props.

Literacy was judged as good. Staff ably supported the children’s emergent literacy skills through shared reading activities and a strong emphasis on phonemic awareness. Most of the older children in the Casa class were learning to segment and blend letter sounds to pronounce different words. The younger children in Casa were learning to identify and sound out letters using sand paper letters and letter tiles. The good range of books in the classrooms allowed children to gain familiarity with stories from different cultures. Furthermore, the range of developmentally appropriate books supported children’s daily interactions with texts, and most children displayed good book handling skills. Older children would, however, benefit from additional opportunities to write in authentic contexts.

WELL-BEING	Evaluation
Health: Children make safe and healthy decisions as they discover and learn about their bodies.	Excellent
Emotional: Children identify and express their own feelings.	Excellent
Social: Children will develop the skill to interact with others in a variety of contexts.	Excellent
Reflection: Children will reflect on their experiences.	Good

There were excellent arrangements for health education and promotion across the school. Routines were well established and these helped ensure that the children felt safe and happy. The curriculum programme included regular opportunities for children to make healthy choices and develop their understanding of the importance of exercise and positive hygiene practices. Staff were vigilant in encouraging children to make good choices. Children benefitted from frequent opportunities to exercise using the school outdoor play facility which was spacious and well resourced. In addition, children participated in healthy exercise through their participation in yoga and dance. All children brought nutritious snacks from home and when discussing food in classes with staff, healthy options were promoted. In the Casa and Toddlers classes music was a regular element of the programme and peaceful, relaxing music was played at different times during the day to help establish a calm and purposeful ethos. The Casa children napped if they needed to but were not forced to do so. At every stage in the children’s development staff used effective strategies to promote the children’s growing independence.

The children's emotional development was excellent because almost all children showed a growing capacity to manage their feelings and behaviour and to cope with difficulties. In most cases, transitions between activities and at different times of the day were smooth. Children were encouraged to help their friends and assist in keeping their classroom clean, tidy and well organised. Effective use of praise in such contexts supported high levels of engagement from all ages of children. When necessary, the children acknowledged and accepted guidance from staff because adults reasoned persuasively and calmly at all times. Staff were skilled in encouraging the children manage their emotions and cope with frustrations, as they arose in different contexts.

Children demonstrated excellent social skills and this was because they were regularly exposed to a breadth of relevant contexts in which they were supported in their interactions with adults and their peers. For example, each day the circle time sessions and story time in the Casa and Toddler classes required children to listen to their friends, to respect the contributions of their peers and to take turns. Consequently, all children were developing the skills necessary to interact with others with confidence and with growing respect. At all stages the children were well-behaved and enjoyed highly positive relationships with their teachers and peers.

The children's aptitude for reflection was good. There were good opportunities within the school day for the children to develop their resilience, self-confidence and expressive language skills. It was noted during the inspection that the children felt safe and comfortable expressing their preferences and opinions to staff. Throughout the work cycle children were encouraged to make choices about their learning and could often explain their decisions and reasoning when discussing their work with adults. The children's opinions and preferences were respected and valued by all staff. Children were also helped to understand how their actions affected others and they were sensitively guided to adjust their behaviour on the rare occasions where there were disagreements. Although there were frequent opportunities for the children to express their ideas, there was scope for staff to extend the frequency and depth of the children's reflection regarding their own learning.

Teaching, learning and assessment

Ensuring effective teaching to support children's learning	Evaluation
Teaching	Good
Learning	Good
Assessment	Good

Teaching was judged good because most teachers demonstrated a good knowledge of how young children learn and were responsive to cues from the children. All teachers viewed the children as capable and confident learners. As a consequence, almost all children were active participants in their learning. Lesson planning was also a strong feature of practice. In addition, all teachers were gentle yet insistent in their behaviour management practices. As a result, almost all children, including those new to the school, were aware of and conformed to staff expectations. This helped contribute to a calm and purposeful learning environment. Staff used a variety of strategies to promote children's learning. In particular, play-based activities indoors and outdoors allowed children to interact with their peers, promote their language skills and develop their imaginative abilities. There was scope, however, for teachers to use questioning more effectively to promote older children's critical thinking skills and to support the younger children's emerging language development. In addition, building additional challenge in the tasks for older children would better support their engagement.

Learning was judged as good because almost all children demonstrated responsibility for their learning. Good routines were in place and as a consequence, almost all students stayed on task and made good progress in their learning. Children in the Casa class selected resources independently and participated in a range of activities which promoted their phonemic awareness, early numeracy development as well as their fine motor skills, hand-eye co-ordination and spatial awareness. In the Casa class, as part of the theme on Cayman heritage, children participated in a coconut tasting activity. In addition to the tasting activity which almost all enjoyed, children viewed and touched coconuts of different sizes, discussed the growth cycle of coconuts while exploring concepts of small and big, light and heavy. This real life application promoted students' engagement in the activity. There was scope to better promote real-life applications such as this to support children in making connections with their learning.

Assessment was judged to be good because there was wide range of assessment documents in place to track and monitor children's progress and achievement in key areas of their learning. These included anecdotal records, daily observations, pathway, presentation and developmental journey checklists. In addition, staff kept samples of children's work in individual learning portfolios and 'All about Me' journals.

All staff knew the children well including those with learning or behavioural challenges. However, assessment documents did not always provide precise and coherent information about children's progress and did not sufficiently identify their next steps in their learning. The assessment software recently introduced by the Head of School offered opportunities for staff to ensure greater coherence in assessment practices and provide more detailed information about children's progress over time in the key areas of learning and against key developmental milestones. There was also scope for staff to further use assessment information to ensure that lesson content and tasks provided sufficient challenge for all children.

Curriculum

Offering a curriculum that meets the educational needs of all children	Evaluation
Curriculum	Good

The curriculum was judged to be good because it was broad and balanced and effectively supported children’s learning and development. The school followed a Montessori, play-based curriculum, enhanced with reference to the English National Curriculum Foundation Stage curriculum and the Cayman Islands Early Years curriculum framework. Through careful and diligent planning, there were clear progression pathways in the curricula used by the school. Inspectors observed that from Toddler to Casa, activities, resources and teaching strategies were used to build on the skills, attitudes, and knowledge taught in the earlier stages. As a consequence, there was continuity and progression in the children’s learning.

Staff organised the curriculum through the use of annual, monthly and weekly plans based on various topics or themes, which were explored throughout the school year. For example, the Casa class, at the time of the inspection had just started working on a project related to Cayman culture. In the Toddler class, where there were a few new children in attendance, the theme was colours and many of the tasks planned by staff linked to this topic. This helped staff reinforce core areas of learning in different play contexts. Timetabling arrangements ensured an appropriate balance for children between independent and group learning activities. Staff were sensitive to children’s responses to sessions and adjusted content well to maintain good levels of engagement. Curriculum implementation was successfully framed by key Montessori principles such as a focus on concrete learning, and autonomy and choice in the children’s learning. The programme was enhanced through the inclusion of specialist sessions led by visiting staff. Staff included music, dance and yoga into the curriculum as well as a good range of off-site visits and visitors to the two classes which were linked to the class projects covered each session. There was a need to ensure that the planned curriculum and delivery consistently provided sufficient challenge for the older and higher achieving students, while also providing sufficient adaptation for those children with special educational needs.

Safety and support

Keeping our children safe and always supported	Evaluation
Health and safety	Good
Support and guidance	Good

The arrangements to ensure the health and safety of children were good. The school has received certification from the Cayman Islands Department of Environmental Health, the Public Health Department and also from the Cayman Islands Fire Service. The premises were maintained in good condition and staff were vigilant in their care and management of the children's welfare. The Head of School kept detailed documentation pertaining to different aspects of health and safety and these included, for example, fire drill information, accident records and proformas relating to the administration of medication to children. Healthy living was systematically built in to and promoted in all aspects of the work of the school. There were rigorous routines observed in terms of hand-washing at snack and break times. During the outdoor play sessions, children were encouraged to take regular water breaks to keep hydrated and children wore hats to protect themselves from the sun. Staff had completed training in first aid and almost all had received recent professional development led by external agencies in relation to child protection. As a consequence, all staff understood their roles and responsibilities in ensuring the children's safety. The Head of School had introduced a breadth of documentation to help ensure the safety of all children and staff and planned to extend these to include appropriate records of risk assessments relating to school trips and to the sanitisation of play equipment.

Support and guidance was judged as good. Interactions between staff and children were consistently positive and affirming. Staff knew their children well and good transition arrangements into and within the school assisted continuity of learning and care for all ages of children. Staff diligently recorded assessment information about each child and recorded strengths, weaknesses and preferences using the recently introduced on-line assessment tool. As a consequence, the children were happy, well-adjusted and confident in their learning environment. The school was inclusive and staff liaised well with a range of external agencies to facilitate professional guidance for staff working with children with additional needs. Support plans were in place for children with special educational needs but the plans required development to include clear, measurable targets and timelines to help track children's progress over time. There was also scope to strengthen assessment practices in the school to provide a clearer and coherent picture of each child's achievement thereby informing next steps in their learning.

Leadership and management

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

Leadership was good. The Head of the School provided a clear direction to the staff and had articulated a strong vision for Montessori School of Cayman following her acquisition of the school in 2016. Staff and parents expressed high levels of satisfaction in the changes that had been introduced to the school over recent years and there was a positive ethos within the school. Remits were in place for designated roles which included the Head of Toddler stage and Head of Casa. This facilitated delegated responsibility for some areas of the work of the school. The school had been last inspected in 2013 and the recommendations from the last inspection had been satisfactorily addressed. The Head of School had established positive links with other similar schools in Cayman but there were not, as yet, any formal governance arrangements. To help support ongoing improvement, the Head of School should develop provision for external accreditation or localised accountability which could serve as a 'critical friend' and foster an objective impartial analysis of ongoing performance.

The arrangements for self-evaluation and improvement planning were good. The Head of School used parent survey data, weekly reviews of teachers' plans and lesson observations to identify and reflect upon the strengths and weaknesses of the provision. From this information the Head of School was able to demonstrate an accurate view of the performance of the school. A school improvement plan had been developed and was sufficiently detailed and regularly reviewed to support the implementation of appropriate priorities. Arrangements required further development to include more frequent and formal observations of staff against agreed standards. The Head of School needed to make more consistent use of the self-evaluation framework as a reference tool for review.

Links with parents and the community were good. The arrangements between home and school were particularly effective because staff made good use of information technology to keep parents informed about their children's progress and achievements. In the Casa class, the use of home-school reading records encouraged parental participation in supporting the children's acquisition of early literacy skills. Other communications included monthly newsletters which referenced special events and curriculum information.

Open events were held throughout the year and these included a mix of factual information sessions and face-to-face updates with teachers about the children's progress. To enhance links with parents further, the Head of School and staff should review the end of year reports to include more detailed information for parents regarding the children's achievement against key developmental milestones. The school enjoyed good links with a number of community groups, which helped enhance provision including, for example, partnership with 'Achieve Cayman'.

The staffing and the learning environment were judged to be good. Although a number of staff were recently appointments to the school, all were suitably experienced in their designated roles. Specialist staff supported the delivery of the curriculum programme and the classes received regular visits from a music specialist and a yoga teacher. Resources were sufficient and generally in good condition. Staff use of the spacious and well-resourced outdoor area enhanced the learning experiences of the children. Accessible Montessori resources supported the children's regular presentations and appropriately promoted the children's independence and responsibility for learning. Although resources were ample, there was scope for extending the breadth and range of information and communication technology resources to support children's early programming and coding skills. At the time of the inspection, the Head of School held a teaching responsibility within the Toddler programme each day. There were plans to appoint an additional member of staff to allow time for the Head of School to further lead aspects of management and school evaluation.

Survey results

Twenty-nine parents and eight staff completed the on-line survey. The results from the survey are detailed in Appendices One and Two to this report.

All parents completed the survey in advance of the inspection. There were high levels of satisfaction with the school and all felt that Montessori School of Cayman offered a good quality of education. Parents were particularly pleased with the quality of care provided by staff because all stated that their children were safe and well cared for by teachers. All considered the school to be well led and believed that communication between school and home was timely and effective. Most stated that their children were making good progress in the different areas of learning. Parents judged the school to be well resourced and almost all felt that staff were skilled, suitably experienced and well qualified. Ten parents made comments as part of their survey submission. The views of all were effectively summarised by one parent who wrote, 'I think this school has developed well in the two and half years in which my child has attended. I feel very involved and informed about what is happening. I feel very happy with the education and caring environment provided at this school'.

All staff, including specialist teachers and support staff completed the on-line survey. Staff expressed high levels of satisfaction and judged that the school offered a good quality of education. Staff reported that the children were well behaved and that links with parents and the community were effective. All judged the school to be well resourced and most considered Montessori School of Cayman to be well led. Although a majority reported that professional development opportunities were good, over one third were unsure. All staff felt that the children in the school were dealt with fairly and that their progress in key areas of learning was good.

What happens next?

As the school is judged to be providing a **good** quality of education, there will be no further inspection of Montessori School of Cayman, until the next cycle of inspections, which commences in September 2020.

Office of Education Standards | Parent Survey 2019

How many years has your child eldest child been at this school?

Response	Percentage	Count
Less than one year	44.83%	13
More than one year but less than three years	55.17%	16
More than three years	0.00%	0
	Answered	29
	Skipped	0

What is your nationality?

51.72%

Caymanian

48.28%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	71.43%	20
Agree	25.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.57%	1
	Answered	28
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	57.14%	16
Agree	21.43%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.43%	6
	Answered	28
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	42.86%	12
Agree	21.43%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	35.71%	10
	Answered	28
	Skipped	1

Overall, in all other subjects, my child is making good progress in their learning.

Response	Percentage	Count
Strongly Agree	67.86%	19
Agree	21.43%	6
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	2
	Answered	28
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	71.43%	20
Agree	25.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.57%	1
	Answered	28
	Skipped	1

My child is developing a good sense of responsibility as a member of the wider community.

Response	Percentage	Count
Strongly Agree	67.86%	19
Agree	32.14%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	82.14%	23
Agree	14.29%	4
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	82.14%	23
Agree	17.86%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	82.14%	23
Agree	17.86%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

My child can join in a good wide of extra-curricular activities provided by the school.

Response	Percentage	Count
Strongly Agree	46.43%	13
Agree	28.57%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	7
	Answered	28
	Skipped	1

The school provides the subjects my child wishes to study

Response	Percentage	Count
Strongly Agree	57.14%	16
Agree	17.86%	5
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	21.43%	6
	Answered	28
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	28.57%	8
Agree	14.29%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	57.14%	16
	Answered	28
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	92.86%	26
Agree	7.14%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	78.57%	22
Agree	17.86%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.57%	1
	Answered	28
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	14.29%	4
Agree	3.57%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	82.14%	23
	Answered	28
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	71.43%	20
Agree	28.57%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	50.00%	14
Agree	17.86%	5
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	28.57%	8
	Answered	28
	Skipped	1

The school helps my child make good choices about his or her future education and career.

Response	Percentage	Count
Strongly Agree	35.71%	10
Agree	14.29%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	50.00%	14
	Answered	28
	Skipped	1

The school provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	21.43%	6
Agree	7.14%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	71.43%	20
	Answered	28
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	82.14%	23
Agree	17.86%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

I receive good information about the school's improvement plans.

Response	Percentage	Count
Strongly Agree	75.00%	21
Agree	17.86%	5
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.57%	1
	Answered	28
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	78.57%	22
Agree	21.43%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	75.00%	21
Agree	17.86%	5
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.57%	1
	Answered	28
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	85.71%	24
Agree	14.29%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

Parent-teacher meetings are helpful and help regularly.

Response	Percentage	Count
Strongly Agree	60.71%	17
Agree	32.14%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.14%	2
	Answered	28
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	46.43%	13
Agree	32.14%	9
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.86%	5
	Answered	28
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	57.14%	16
Agree	25.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.86%	5
	Answered	28
	Skipped	1

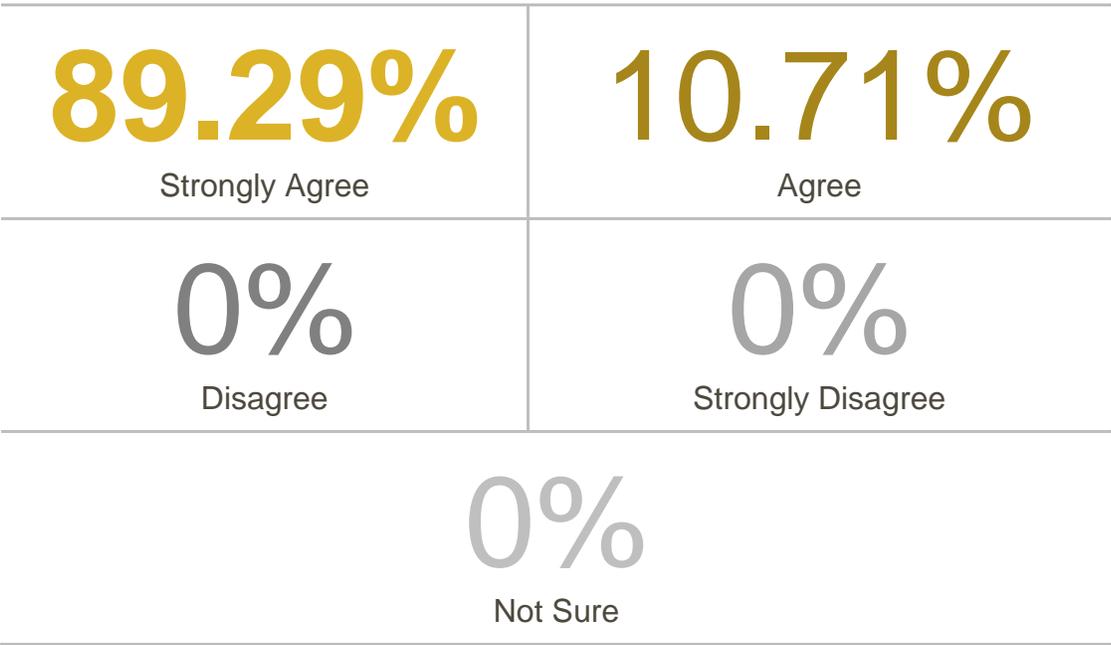
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	75.00%	21
Agree	21.43%	6
Disagree	3.57%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

The school provides good quality resources for my child’s learning.

Response	Percentage	Count
Strongly Agree	75.00%	21
Agree	25.00%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	28
	Skipped	1

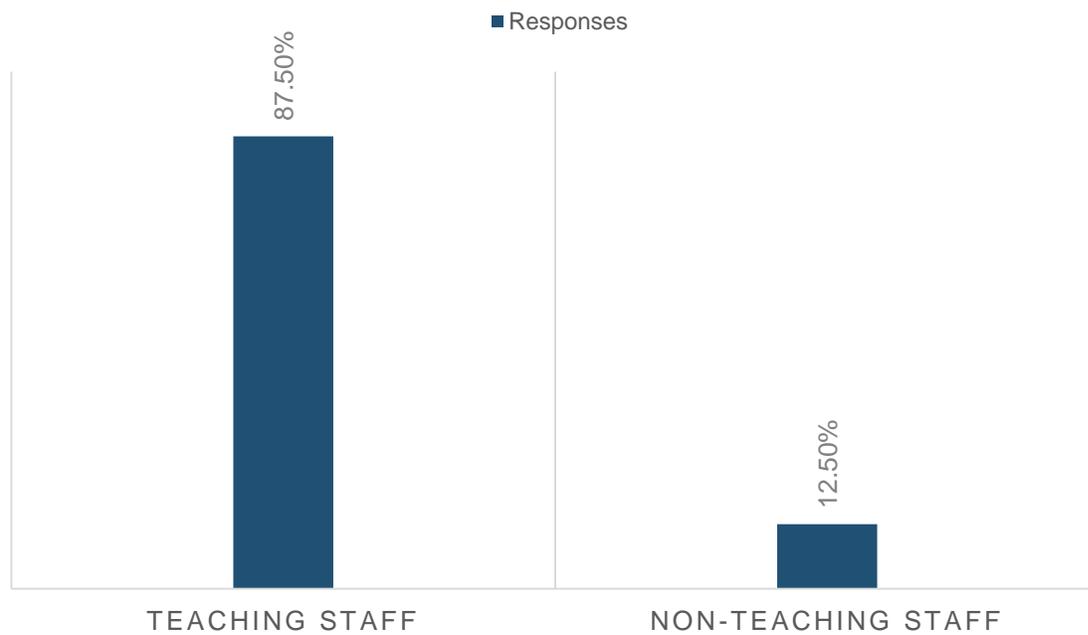
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	28
Skipped	1

Office of Education Standards | Staff Survey 2019

What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	25.00%	2
More than one year but less than three years	25.00%	2
Three years or more	50.00%	4
	Answered	8
	Skipped	0

What is your nationality?

37.5%

Caymanian

62.5%

Non-Caymanian

The behaviour of most children in the school is good.

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	62.50%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

Children are taught conflict resolution skills using books, drama, storytelling and other developmentally appropriate methods.

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	50.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	Answered	8
	Skipped	0

There are good assessment systems in the school.

Response	Percentage	Count
Strongly Agree	50.00%	4
Agree	37.50%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.50%	1
	Answered	8
	Skipped	0

The school supports a positive learning environment and provides good opportunities for children’s exploration, choice and independent learning.

Response	Percentage	Count
Strongly Agree	100.00%	8
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

There is a safe and caring environment for all members of this school community.

Response	Percentage	Count
Strongly Agree	85.71%	6
Agree	14.29%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	7
	Skipped	1

The school helps children to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	75.00%	6
Agree	25.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

Where food is provided by the school, it is of sufficient variety, quantity and quality to meet the children’s nutritional needs.

Response	Percentage	Count
Strongly Agree	75.00%	6
Agree	0.00%	0
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	2
	Answered	8
	Skipped	0

Children are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	87.50%	7
Agree	12.50%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

The school deals effectively with incidents of poor behaviour.

Response	Percentage	Count
Strongly Agree	50.00%	4
Agree	50.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

The school provides good support to students with special educational needs.

Response	Percentage	Count
Strongly Agree	62.50%	5
Agree	37.50%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

I am aware of the procedures for reporting suspected cases of child abuse under the Children Law (2012).

Response	Percentage	Count
Strongly Agree	62.50%	5
Agree	37.50%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	50.00%	4
Agree	25.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	2
	Answered	8
	Skipped	0

I am involved in the process of self-evaluation and improvement planning in the school.

Response	Percentage	Count
Strongly Agree	62.50%	5
Agree	12.50%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	2
	Answered	8
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	37.50%	3
Agree	25.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	37.50%	3
	Answered	8
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	25.00%	2
Agree	50.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	2
	Answered	8
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	25.00%	2
Agree	50.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	2
	Answered	8
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	50.00%	4
Agree	50.00%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

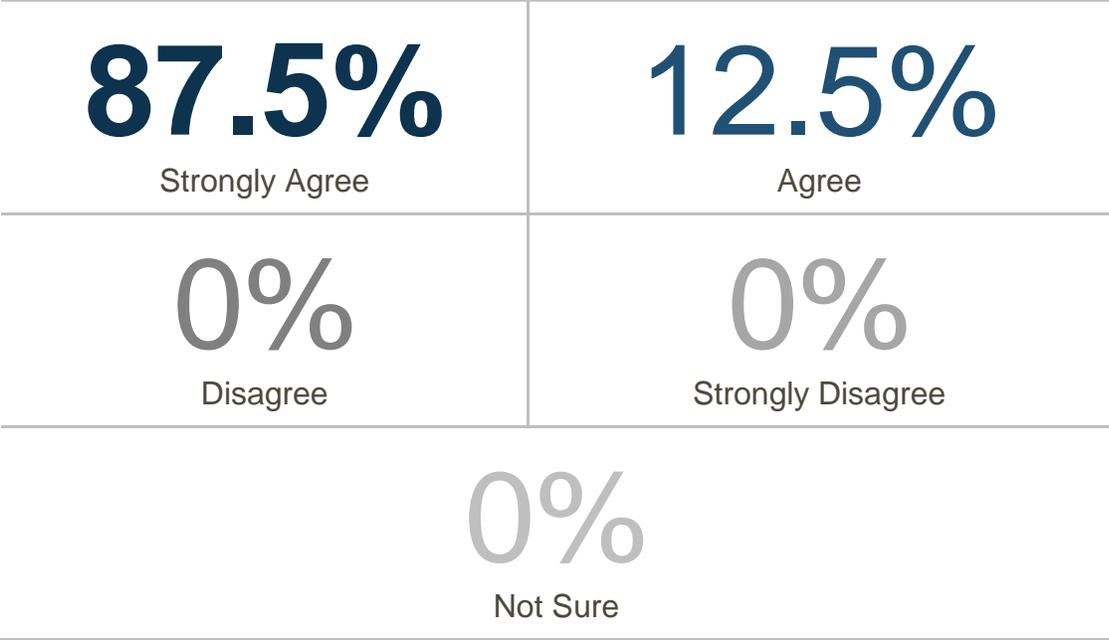
The school has adequate, appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	87.50%	7
Agree	12.50%	1
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

There are sufficient resources of good quality to support my work with the children.

Response	Percentage	Count
Strongly Agree	75.00%	6
Agree	25.00%	2
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	8
	Skipped	0

Overall, this school provides a good quality of education.



Response	Count
Answered	8
Skipped	0

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

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

