



Policy Name: Response to Educational Institutions That Receive a Weak Inspection Judgement	
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Cross References: This policy should be cross-referenced with the following: <i>Education Act, 2016</i> <i>Education Regulations, 2017</i> <i>Public Service Management Act, (2017 Revision)</i> <i>Personnel Regulations, 2019 Revision</i>	

Strategic Broad Outcome I: Improving Education to Promote Lifelong Learning and Greater Economic Mobility (Strategic Policy Statement 2022-2024).

Introduction:

The purpose of this policy is to outline the Ministry of Education's response in the event that an educational institution receives a "weak" inspection result from the Office of Education Standards (OES).

Aims:

This policy has been established to clearly prescribe the Ministry of Education's response to educational institutions that, after a full inspection from the Office of Education Standards, have been evaluated "Weak". It is accompanied by the ***Guidance for Educational Institutions Receiving a Weak Inspection Judgement*** which prescribes the urgent measures education institutions need to take to improve the quality of key aspects of their performance or practice associated with their overall judgement of "weak" and outlines some of the support and resources available to undertake this improvement.



Policy Statement:

A strong education system is central to building and maintaining the economic success of any country. The Ministry of Education has a vested interest in the quality of education offered by education institutions in the Cayman Islands as per section 18 of the *Education Act, 2016*. The OES is the entity tasked with assessing and monitoring the education provision offered locally (s. 18 (1) *Education Act, 2016*). The OES is responsible for inspecting:

- All institutions catering for the care and education of pre-school children;
- All primary and secondary government schools, including special and further education provision;
- All primary and secondary assisted schools;
- All independent schools;
- Post-secondary education provision including A-Level courses and the Cayman Islands Further Education Centre.

Through the OES' inspection process, an institution can receive one of the following evaluations:

- Excellent – Exceptionally high quality of performance or practice.
- Good – The expected level for every school in the Cayman Islands.
- Satisfactory – The minimum level of quality required for the Cayman Islands
- Weak – Quality not yet at the level acceptable for schools in the Cayman Islands.

Institutions will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged as “Weak”.

Administrative Procedures:

Upon being evaluated as weak after a full inspection is carried out by the OES, the Principal/School or Centre Leader/Owner of the affected educational institutional will have a **maximum of twenty working days** to formulate and submit a Post Inspection Plan (PIP). This plan is to be completed in collaboration with key stakeholders, and should seek to address the area, or areas, of performance or practice deemed weak. (Section 18 (5) *Education Act, 2016*). The plan is intended to set out a pathway for improvement to promptly mitigate the negative impact on the students. This 20 working day period commences once the official inspection result is published. Copies of the PIP must also be sent to the Department of Education Services (DES) in the case of a government school, to the Ministry of Education (MOE), in the case of an Independent/Assisted school or ECCE centre. Submission details are outlined in the ***Guidance for Educational Institutions Receiving a Weak Inspection Judgement***.



The Post Inspection Plan (PIP) (see Appendix A for sample template) will need to:

- address the specific concerns noted in the inspection report;
- include an audit of current resources in the school to determine whether there are adequate to address the weak areas;
- detail the specific actions (research and evidenced based) that will be used to effect the required improvement;
- detail the specific time frame for improvements to be completed to a satisfactory degree;
- detail the performance indicators that will be used to measure improvement;
- have evidence of stakeholder involvement (parents, staff, management etc.) to show that there is a fair and open dialogue about the issues; and
- outline how improvements will be monitored and evaluated.

Principal/School or Centre Leader/Owner of the affected education institution should be mindful of the need to support actions in the PIP with documented evidence at the time of the evaluation or Follow-Through Inspection.

Actions:

Government Schools

Roles and Responsibilities for Government Schools:

a) Ministry of Education

- Will review this policy and update as necessary.
- Officers with the relevant areas of responsibility will support the implementation of the policy and provide school improvement and professional development support to School Leaders when requested.

b) Department of Education Services

- Senior School Improvement Officers (SSIOs), in collaboration with the School Support Team, will ensure that there is an effective PIP to support the implementation of the specific actions to address the area(s) of weakness.
- SSIOs, in collaboration with the Data and Teaching and Learning Units, will monitor the progress associated with the implementation of the PIP, provide guidance and support to aid the School Leader with their action plans and hold the Principals responsible for the specific actions to address the area(s) of weakness.



- Following discussions with the relevant parties, the SSIO will adjust the Performance Agreement (PA) for the relevant School Leader(s) to include the weak areas from the inspection report as highly weighted objectives which will form a critical component of the Principal's performance assessment process.
- The Director of DES will instruct the SSIO that is responsible for the school to increase the oversight and monitoring of the school's PIP, particularly for those areas identified as weak. This will also form a major part of their performance assessment.
- Teaching and Learning Specialists will provide support to School Leaders.

c) *School Leaders*

- Will have ultimate responsibility for improvement in the area(s) of concern identified in the inspection, with consideration being given for areas that may not be within the Principal's direct control.
- Develop and implement a Post Inspection Plan (PIP) to address the areas of weakness.
- Liaise with Teaching and Learning Specialists and/or Head of Professional Development to provide delivery of curriculum support and training for any of the core subject areas.

d) *Office of Education Standards*

- The OES will conduct Follow-Through Inspections as outlined in the inspection framework, ***Successful Schools and Achieving Students 2***.

If after the OES Follow-Through inspection, usually conducted six months after the full inspection, it is determined that the actions have been ineffective, the Director of DES will determine the actions that will follow. This could range from further support through the SSIOs, in accordance with section 18 (6) (a) of the *Education Act, 2018* to the initiation of formal procedures against the Principal to address inadequate performance as set out in the *Public Service Management Act (2017 Revision)* and *Personnel Regulations, 2019* (See Appendix B below).



Assisted/Independent Educational Institutions

Roles and Responsibilities for Assisted/Independent Educational Institutions:

a) Office of Education Standards

- The OES will conduct Follow-Through Inspections as outlined in the inspection framework, **Successful Schools and Achieving Students 2**.

b) Education Council/Ministry of Education

- Education Council, as the body who approves the registration of private educational institutions, upon review of the inspection report will issue a Notice of Improvement that will remain in effect until the area(s) of weakness have been satisfactorily addressed.
- If after one (1) follow through inspection, it is determined that specific actions detailed in the action plan have not been taken by the institution or that these actions have been ineffective; the Ministry reserves the right to exercise section 18 (6)(b) of the *Education Act, 2016*:

*Where upon subsequent quality assurance, it is determined that the required actions have not been taken or have been ineffective, the Chief Officer may, upon specific or general direction of the Minister, appoint a suitable person to give direction for the implementation of such remedial actions as may be considered necessary, and
In the case of an assisted or independent school, a suitably qualified person shall be appointed at the cost of the school for a specified period.*

- If, after six (6) months of this appointment, the inspection report of the institution is still not at a satisfactory standard and no significant improvements have materialised, the Education Council, in its discretion may exercise its right under Section 13(3) of the *Education Regulations, 2017*:

Suspension or cancellation of registration may be made in any event and at any time where the educational institution or institution providing educational support services is shown to have not met minimum standards required under the Law, these Regulations, Education Council Guidelines and Ministry's policies and guidelines.

c) Principals/School or Centre Leaders/Owners

- Will have ultimate responsibility for improvement in the area(s) of concern identified in the inspection.
- Develop and implement a Post Inspection Plan (PIP) for their institution.



Appendices:

Appendix A

(Sample PIP Template)

Objective	Actions	Resources Needed	Success Criteria	Timeframe and Owner	Costs	Monitoring & Evaluation
What outcomes are you trying to achieve?	What will be the specific actions taken to achieve the objective?	What resources will be needed to achieve objectives?	How will you know if the actions have been successful?	When will the actions be completed and by whom?	What are the financial implications of the actions?	How will improvements be monitored & evaluated?
OES Recommendation 1:						
OES Recommendation 2:						
Other						



Appendix B

(Formal Procedures to Address Inadequate Performance – Government Schools)

The Director of DES may determine that there is a need to initiate formal procedures to address inadequate performance of the principal or school leader following inadequate performance related to a weak inspection result.

These are detailed in section 38 and section 42 of the *Personnel Regulations (2019 Revision)* and section 44(3) and 44 (1)(b) of the *Public Service Management Act (2017 Revision)*.

As a part of the procedures outlined in sections 38 and 42 of the *Personnel Regulations (2019 Revision)*, it will be the duty of the appointing officer to provide a reasonable amount of time and a reasonable amount of support for the staff member to take corrective action.

Approved