

# **BASELINE INSPECTION REPORT**

## **Cayman Islands Further Education Centre**

**27 to 28 January 2015**

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## **Introduction**

The Honourable Tara Rivers, Minister for Education, has requested an inspection of all government schools during the 2014-15 academic year. The purpose of these inspections is to provide a baseline assessment of the quality of teaching and its impact on students' learning, the progress students make and the standards they achieve, the effectiveness of the leadership and management of each school, and the standards being achieved in English and mathematics.

The resulting inspection report provides a clear understanding of each school's particular strengths and weaknesses, and makes recommendations for improvement where necessary.

## Information about the school and the inspection team

### Information about the school

Type of school:	Government further education centre
Age range of students:	16–18
Gender of students:	Mixed
Number on roll:	355
School address:	Cayman Islands Further Education Centre 515 Walkers Road PO Box 1368 George Town Grand Cayman KY1-1108 Cayman Islands
Telephone number:	345-949-3285
Email address:	admin@cifec.edu.ky
Name of Principal:	Delores Thompson

The Cayman Islands Further Education Centre (CIFEC) was established in 2010 as part of the island's reorganisation of secondary education, which created two high schools for students in Years 7 to 11 in Grand Cayman and a new mandatory programme for students in Year 12 at CIFEC. All students leaving the island's two secondary schools, John Gray High School and Clifton Hunter High School, are automatically enrolled at CIFEC for Year 12, although those who have already achieved five level 2 passes, including English and mathematics, may opt to study level 3 programmes at the University College of the Cayman Islands or in non-Government schools. At the time of the inspection, 355 students were enrolled at the centre, of whom 100 were dual-entry students not pursuing courses at CIFEC.

All students are timetabled for, and have the opportunity to retake, English and mathematics examinations administered by the Caribbean Examinations Council (CXC) in order to achieve a level 2 qualification. Those who already have a level 2 pass in either subject use this time to take the extended project qualification (EPQ). Students then choose two level 2 vocational subjects administered by the Business and Technology Education Council (BTEC). Subjects include: creative media production; business; information technology; children's care, learning and development; travel and tourism; hair and beauty therapy; hospitality; art and design. There are also

opportunities to take a level 1 diploma in motor vehicle maintenance and repair, administered by the Institute of Motor Industry (IMI), and a level 2 diploma in health and social care, administered by the Health Services Authority (HSA). A small number of students take a level 3 BTEC in business studies and in creative media production. In addition, all students take the BTEC Deloitte Certificate in Employability Studies. Students also spend two days a week gaining work experience through an internship with a local employer. CIFEC works with over 150 employers, and students are placed in multinational companies such as KPMG, Ritz-Carlton, Maples, Appleby and Deloitte, across a range of areas such as tourism, retail, broadcasting and banking.

The centre occupies a range of buildings on the former site of John Gray High School. Some of the accommodation is in poor condition. Most of the staff are employed on short-term contracts and come from other Caribbean islands, the United Kingdom, the USA, Canada and other English-speaking countries. A small proportion of staff, including the principal and deputy principal, are Caymanian. The principal and deputy principal both took up their posts in September 2014. CIFEC was last inspected in January 2013 by a team from the island's Education Standards and Assessment Unit.

### **Information about the inspection team**

Lead: Graham Sims

Team: Olivia Boyer (1 day)  
Stephen Cole  
John Cornwall (1 day)  
Susan Nebesnuick  
Penny Silvester (1 day)

This inspection of the Cayman Islands Further Education Centre took place from 27 to 28 January 2015 and involved a team of six inspectors, three of whom were present for one day only. The following aspects of the school's work were looked at.

- Standards achieved and progress made by students, particularly in English and mathematics
- The effectiveness of teaching and its impact on learning
- How well the school is led and managed

The inspection team gathered evidence in the following ways.

- Forty-three lessons, or parts of lessons, were observed, with special emphasis on English and mathematics
- School documents, including teachers' planning, curriculum guidelines and school policies were looked at and students' work was scrutinised
- Discussions took place with teachers and with the principal and deputy principal
- Discussions were held with students, and their activities in lessons and outside the classroom were observed

- Comments by parents and staff were taken into account from the pre-inspection questionnaires

Inspectors use the following grading scale to describe aspects of the school's work:

<b>Grade</b>		<b>Description</b>
<b>1</b>	<b>Very good</b>	Good in all respects and exemplary in some significant areas
<b>2</b>	<b>Good</b>	Good in most respects. Weaknesses are minor and not in significant areas
<b>3</b>	<b>Adequate</b>	No significant weaknesses, but no major strengths. Improvement needed
<b>4</b>	<b>Unsatisfactory</b>	Some significant weaknesses that have a negative impact on learning and achievement. Cause for concern

## Executive summary of the report

### The overall effectiveness of the centre

The overall effectiveness of the centre is adequate, as is the students' achievement during the year which they spend at CIFEC. Many students who failed to gain a level 2 pass in English and mathematics by the end of Year 11 make good progress in these subjects, and results have improved over the last three years. The majority of students improve their CXC examination results by at least a grade, and around 25 percent achieve a level 2 pass. By the end of Year 12, the proportion of students gaining a level 2 pass in English is similar to the UK average for students at the end of Year 11. Results in mathematics, however, are still below the UK average, and just over half of the students leave Year 12 without a level 2 pass in mathematics. Results for BTEC courses are adequate. The pass rate is around 80 percent overall, but the proportion of merits and distinctions is low. Students achieve well in business studies and creative media production, but pass rates are much lower in a few subjects, including the employability studies course which is taken by all students. Many students take the EPQ, but do not show great commitment to producing work of high quality. The majority of students gain considerable benefit from their two-day-a-week work placements, although a minority reported that their placements have little to offer them, particularly with regard to their future career options.

The quality of the teaching is adequate overall, but varies markedly from subject to subject. Much of the teaching in English is good and, in mathematics, it is very good. The teaching of literacy to lower-ability students, however, requires improvement. Students appreciate the way mathematics is taught, but the number of lessons allocated to mathematics each week is insufficient, even with very good teaching, to enable many students who have struggled with mathematics in the past to obtain their level 2 pass. The teaching in the majority of BTEC lessons is good. It requires improvement in a minority of lessons, in which the teaching fails to engage students sufficiently well, often because the pace of working is too slow, questioning skills are poor and there are insufficient opportunities for students to apply and develop practical skills. Although the centre has provided some training for teachers in how to cater for students who have special educational needs, the provision for these students and the way their needs are met in many lessons require improvement.

The quality of leadership and management is adequate, with strengths and areas for improvement. Leaders have instigated various improvements over the last few years, particularly with regard to the way BTEC courses are managed and students' work is assessed. Many students arrive at CIFEC poorly disposed towards the centre and with low self-esteem. Leaders have done much to improve the image of the centre and to improve students' attitudes. The organisation of work placements, many of which provide valuable learning experiences for students, is particularly successful. Leaders and staff are resilient in coping with some poor-quality accommodation and shortage of resources. The level of resourcing, particularly in terms of personnel, for special educational needs, counselling and careers is not high enough. Even with the levels of commitment shown by the staff, resources do not meet the needs of the students in these areas. Leaders' attention is not sufficiently focused on core functions of leadership, particularly with regard to monitoring and evaluating the quality of the centre's provision, the analysis of data relating to students' achievement and progress,

and the steps taken to improve the quality of teaching and develop teachers' professional expertise. While the curriculum provided is undoubtedly beneficial to many students, it does not suit the needs of many others, particularly the more able students and those of lower ability. There is insufficient liaison with the feeder high schools and not enough is done to help students make informed choices of the most appropriate courses to prepare them for their future careers.

### **What the school does well**

- Standards have improved over the last three years, particularly in English and mathematics.
- Improvements in students' achievement at CIFEC have contributed to an overall rise in the proportion of students in the Cayman Islands achieving five level 2 passes, including English and mathematics.
- The proportion of students achieving a level 2 pass in English by the end of Year 12 is similar to the UK national average at the end of Year 11.
- The overall pass rate for BTEC courses is reasonably high.
- Students have achieved consistently well in BTEC business studies and in creative media production.
- Many students gain considerable benefit from their two-day-a-week work placements.
- The teaching is good or better in the majority of lessons.
- The teaching is good in English and very good in mathematics.
- There are good arrangements for the assessment of students' BTEC assignments.
- Leaders have instigated various improvements at the centre over the last few years, in particular to:
  - the management of BTEC courses
  - teachers' understanding of BTEC requirements
  - students' behaviour and attitudes to learning.
- The organisation and management of work placements for students is effective.

### **What needs to improve**

- The proportion of students achieving a level 2 pass in mathematics.
- The proportion of students achieving distinctions and merits in their BTEC courses.
- The proportion of students achieving passes in BTEC courses in beauty and therapy, children's care, learning and development, health and social care, hospitality and employability skills.
- The relevance of work placements for a minority of students.
- Students' attitudes towards the EPQ.
- The quality of teaching in a minority of lessons, in particular:
  - opportunities for students to apply and develop their written and practical skills
  - the pace of learning
  - the planning and structure of lessons



- teachers' questioning skills
- the way the teaching engages and motivates the students.
- The teaching of literacy to the lowest ability students.
- Provision for supporting students who have special educational needs.
- The centre's self-evaluation and improvement planning processes.
- The analysis of data and its use to identify areas for improvement.
- The monitoring of the quality of teaching.
- Professional development for teachers.
- The appropriateness of the curriculum for all students.
- Opportunities for more able students to achieve level 3 passes.
- Liaison with the island's secondary schools, particularly with regard to transition arrangements before students enter CIFEC.
- The availability of counselling services and resources for them.
- The level of staffing within the careers department.
- The availability of advice and guidance to help students make informed choices.
- The amount of time given to the teaching of mathematics and English.

## **Commentary on inspection findings**

### **How well students achieve and make progress**

Students' achievement and progress are adequate.

Although overall pass rates remain below UK averages, and bearing in mind that figures compare achievement of the islands' students at the end of Year 12 with those achieved by students in the UK at the end of Year 11, there have been improvements in students' achievements at CIFEC over the last three years. These have contributed to the overall improvement in standards across the islands. The proportion of students achieving five level 2 passes has risen from 45.3 percent in 2011 to 66.1 percent in 2014. The proportion achieving five level 2 passes, including English and mathematics, has risen from 24.6 percent to 47.5 percent, which is still below the UK average. The proportion achieving a level 2 pass in English has risen over this period by 11 percentage points to 70.3 percent, and in mathematics by 22 percentage points to 49.6 percent. The proportion achieving level 2 passes in English is close to the UK national average, but is still well below the average for mathematics.

The biggest improvements in students' achievement and progress have come in English and mathematics. In 2012, less than 10 percent of students improved their English CXC grade to a level 2 pass. In 2014, the proportion was just under 25 percent. In mathematics, only 4 percent improved their CXC grade to a level 2 in 2012, whereas more than 25 percent did so in 2014. Despite these improvements, more than half of all students who finished high school in 2013 finished Year 12 in 2014 without a level 2 qualification in mathematics.

The range of BTEC qualifications has improved and the number of passes has risen since 2012. The overall pass rate in 2014 was around 80 percent, below the UK national average, and slightly lower than in 2013. The proportion of students achieving merits or distinctions remains low. In 2014, only 6 percent gained distinctions and 12

percent merits. The pass rate was low in beauty therapy, children's care, learning and development, health and social care and hospitality. Results in some of these subjects have been consistently low for the last three years. In contrast, students have achieved consistently well over the last three years in business studies and achieved particularly well in creative media production in 2014. Results in the BTEC employability course, which is taken by all students, have been lower than in most other BTEC courses for the last two years, with around two-thirds of students gaining a level 2 pass.

Many students gain significantly from their work placements, learning key skills of relevance to them once they start employment. Some students have secured part-time or full-time employment as a result of their placements, and many say they have enjoyed the experience their placements have given them. However, a minority of students say they have benefited little from their work placements, either because the placements have not been in an area of work related to their future career choice or because of the lack of experience provided by the placement organisation.

### **The effectiveness of teaching and its impact on students' learning**

The quality of the teaching and its impact on students' learning is adequate.

The quality of teaching varies across the centre and from subject to subject. In mathematics and English, the teaching is good, and often very good. There is also particularly good practice in the teaching of business studies and creative media production. While there is also some good teaching in other subjects, the teaching in over a third of the lessons either requires improvement or is a cause for concern.

Where the teaching requires improvement, teachers spend too much time talking at students or asking them to copy out notes, and there is little opportunity for students to apply and develop both their written and their practical skills. Learning objectives and the amount of time allocated to a task are often unclear, and students work at a slow pace and make little progress. Weak planning of lessons and lack of structure result in poor concentration, off-task behaviour and work completed at a superficial level. Questioning fails to develop students' knowledge and understanding. Sometimes, the teacher's poor subject knowledge hinders progress and students lack the subject-specific technical vocabulary to explain their answers appropriately. The teaching fails to motivate the students to engage with their learning, and teachers are accepting of the complacent attitudes particularly evident in some boys. Where a class is taught by different teachers for the same subject, it is difficult to establish continuity and consistency of expectation, and this has a negative impact on students' learning.

Good teaching is evident in many lessons. In such lessons, teachers typically have a clear knowledge of students' prior attainment and the specific areas of weakness of individual students, and they focus their attention on addressing students' individual needs. Teachers monitor and assess the students' work regularly and give them constructive comments, both written and oral, to promote improvement. Students respond positively to individual encouragement and support. Teachers share their enthusiasm and skills and have high expectations of their students, providing pace and challenge in lessons. Students engage well in their work and are motivated to succeed. Teachers use a variety of teaching methods and resources to make their lessons interesting and plan for students to work in pairs, small groups and individually. Despite

the limited resources available for the practical elements of some courses and the limited amount of additional support in lessons for students with special educational needs, good teaching meets the needs of students of differing abilities through thoughtful planning and organisation. Students are encouraged to ask questions and they demonstrate good independent research skills. They argue their point of view effectively and evaluate their own strengths and weaknesses. The good teaching instils self-belief and, as a result, students make good progress. Where the teaching is very good, students are encouraged to aim for higher grades and not be content with a pass at the lowest level.

Teachers are aware of the particular difficulties of students with special educational needs. Where the teaching is good, appropriate adjustments are made to cater for the needs of these students as far as is possible. Where the teaching requires improvement or is a cause for concern, little attention is given to students who have special educational needs and all students are required to complete the same tasks. The centre is fully aware of the need for more staff to support these students in lessons and for specialist training for all teachers, to enhance their understanding of ways to cater for these students.

A shortage of resources and the poor condition of some of the accommodation also has a negative impact on the quality of learning in some other subjects. There are, for example, insufficient resources for courses in motor vehicle maintenance. In some classes, trailing leads and the overloading of electrical circuits pose a health and safety hazard.

Students' BTEC assignments are marked effectively and teachers provide good feedback which helps students to see how they can improve their work within the controlled assessment rules. Assessment requirements are clear and students can see what they have to do to get a pass, merit or distinction in their work. The marked work clearly explains the level at which students are working and what they need to do to move to the next grade.

## **How well the school is led and managed**

The quality of leadership and management is adequate.

The school's leaders provide clear educational direction for staff and have brought about various improvements in the last few years. Most notable have been the improvements in the management of English and mathematics and in the associated examination results. Clearer guidance on the requirements for, and the approach to, teaching BTEC courses has also led to a much more consistent approach. Emphasis has been given this year to improving students' behaviour, which has been problematic in previous years. Many students arrive at CIFEC disgruntled and disillusioned at what they perceive to be a second-best option. Good pastoral care and the efforts of leaders and staff have had a positive impact on students' attitudes, and staff indicate that behaviour has improved markedly during the current academic year. The day-to-day management of the centre is effective, especially the organisation of work placements for students.

By contrast, weaknesses are apparent in self-evaluation, improvement planning, the support to help teachers improve their practice, and the analysis and use of data. While the centre identifies some appropriate areas for improvement, its self-evaluation processes are not rigorous enough, either at a whole-school or a subject level. As a result, weaknesses, particularly in teaching, are not always identified and actions identified are not always far-reaching enough to bring substantial improvement.

The centre does not carry out its own analysis of data on students' performance and, therefore, misses an important source of information for determining whether any particular groups of students or subject areas are underperforming. It is left to individual subjects to analyse their own data, and the centre receives some centralised information from the Ministry of Education but, at the time of the inspection, no analysis of data for 2014 had been received. As a result, the centre does not have a systematic approach to using data as a tool to improve standards or the quality of teaching and learning. Secondary schools are slow to pass on information about students' academic performance and standardised test results, with the result that targets have yet to be set for the current year. Nevertheless, in a few courses, students are raising their aspirations and trying to gain merits or distinctions, which are clearly explained on assignment briefs.

Senior leaders carry out formal observations of teaching, but the scope of this and other methods of ascertaining the quality of teaching and learning is limited. As a result, weaknesses in teaching are not identified and there is not a concerted drive to improve the quality of teaching.

There have, however, been improvements in teachers' understanding of requirements for BTEC courses and the assessment of students' work. Most staff have vocational experience but, when they arrive at the centre, few understand the BTEC requirements. This knowledge gap is exacerbated by the turnover of staff and the inexperience of new appointees. To deal with this, under a new leadership initiative, vocational courses, for just over a year, have started to employ a common assignment format and common assessment and recording documentation. Also, intensive training in BTEC methodology has been provided for new and existing staff, and this has resulted in a more consistent approach, which staff appreciate. In English and mathematics, all staff are examiners and, therefore, have the expertise to predict outcomes and prepare students well for their examinations. In the wider sphere, staff note that the range of

professional development within subject areas is limited in scope and they feel isolated. They also consider that there are few opportunities to share good practice.

There have been some improvements to the curriculum and the range of subject choices available to students. Many students benefit from the different approach provided by BTEC courses, and particularly from the more practical work placements which students attend for two days a week. However, the current offering is not wholly appropriate for all students. For the least able students, there is a lack of provision at level 1, particularly of more practical courses. BTEC did not allow the awarding of the level 1 work skills course because there were issues with the quality of assessment and so, now, the only course on offer at this level is the motor vehicle maintenance course, which many of the students have already taken for two years at their previous school. For more able students, the centre offers very limited provision beyond business studies and creative media production for students to take level 3 courses. The students in question include those who have seven or more level 2 passes but without English or mathematics, or those who have achieved their graduation criteria but have not proceeded to a place where they can study for higher level qualifications because of financial considerations. Some students say they are obliged to follow courses which are not relevant to their future career choice in order to retake English or mathematics. Most students who are required to take the EPQ see little relevance to their future choices and give little effort to this area of their work. The centre is limited in its ability to change the curriculum to provide a better match to students' needs. Staff availability and lack of resources limit the range of subjects the centre can offer. Ensuring the curriculum matches students' needs is also hampered by limited liaison with the two feeder secondary schools.

The centre's leaders and staff are resilient when faced with a shortage of resources, and they work extremely hard to avoid these factors having a detrimental effect on students' progress. Good steps have been taken to improve teachers' understanding of special educational needs, but the lack of classroom assistance, further professional development and a dedicated team to deal with these students means that the centre does not provide for them as well as it should. The school's counselling service does not meet the demands of the students because there are insufficient counselling staff to meet students' needs. The careers department does an excellent job in finding work placements for a very large number of students but, with a small team shared with the islands' secondary schools, it does not have the resources to ensure that placements are always effective in providing advice and guidance to help students make informed choices about subjects and later careers.

Leaders have improved communication with parents and, to a limited extent, with feeder secondary schools. However, the centre is not up to date with the issuing of reports for the current academic year. The centre has had limited liaison with secondary schools with regard to business studies and construction courses, and has spoken to only one parent-teacher association about what CIFEC has to offer its students. Much more could be done to help students gain a better understanding before they arrive of what the centre has to offer them.

## **The quality of teaching and learning in English**

The overall quality of provision in English is adequate and, in some respects, good. The achievement of students is adequate. Almost all of the students studying English at CIFEC, a smaller proportion than in mathematics, have not yet achieved a level 2 pass in the subject. In 2014, the majority of students made good progress and improved their previous CXC result by at least one grade, and just under a quarter of students resitting their English examination achieved a level 2 pass for the first time. However, a sizeable minority did not improve on their previous grade or were absent for the examination. Results in English have improved over the last three years.

On the whole, the students enjoy the subject and are keen to do well. They enjoy discussion and are keen to put forward their point of view. They listen to each other well, are respectful of alternative opinions, and are used to the techniques required for group discussions. However, there are marked differences in the speaking skills of boys and girls. In a science lesson, for example, girls argued forcefully, picking up the points made by others, yet the boys stumbled over their words. The inarticulacy of some boys is also apparent in English lessons, where they have a tendency to mumble. Some students struggle with reading, particularly when confronted with complex vocabulary. At their best, however, the students read aloud with confidence and expression. Students enjoy writing in English lessons and display a good range of vocabulary. However, students' knowledge of subject-specific vocabulary, for example in science, is not so well developed. Many students arrive at CIFEC with weak basic skills and their written work is often marred by poor grammar and spelling. Students present their work neatly, but writing is often limited as they have not developed the skill of writing at length.

The quality of teaching in English and its impact on learning is adequate and, in some respects, good. Teachers provide good activities to develop students' speaking and listening skills, especially through good question-and-answer sessions. For example, a teacher stressed that there is no wrong or right opinion and freedom of speech must be respected; the students then engaged in vigorous debate. Students are taught well how to recognise different genres of writing. An appropriate emphasis is given to the teaching and testing of spelling, but some students have much ground to make up in this area. The teaching provides students with good oral feedback to help them improve their skills. However, the teaching in literacy lessons for the weakest students is not as successful. The teaching is slow paced and does not engage students well.

## **The quality of teaching and learning in mathematics**

The overall quality of provision in mathematics is adequate and, in some respects, good.

The achievement of students is adequate. Results in mathematics have improved markedly over the last three years. Almost all students studying mathematics at CIFEC had not achieved a level 2 pass in the subject at high school. Students are retested on entry, and their results analysed for specific mathematical weakness. They are setted on ability, and the objective of the department is to improve their results by at least one grade and, if possible, to gain a level 2 pass. Although the centre has not undertaken a full analysis of students' progress, available data show that many students are successful in achieving the first aim and that a small proportion of students improve by two grades. In 2014, just over a quarter of students improved their results to achieve a

level 2 pass. Despite the improvements, just over half of the students finish Year 12 without a level 2 pass in mathematics.

The quality of teaching in mathematics is adequate and, in certain respects, very good. Planning is excellent. It displays an excellent knowledge of students' prior attainment, their strengths and their weaknesses. Teachers are active in helping students who they already know will have difficulty with a particular concept or mathematical step. The need to secure rapid improvement to enable students, many of whom have struggled throughout their secondary education, to understand mathematical concepts, necessitates a rapid pace in lessons. The frequent informal feedback provided by teachers, careful checking of students' books in class, and checking of students' understanding via oral answers ensure that the less able students are not cast adrift. Challenge activities in every lesson ensure the more able students are kept focused. Regular formal tests ensure that students are aware of the standards they have reached.

Many students enter CIFEC with a fear of mathematics. Teachers regularly reaffirm the need for self-belief in the subject, and their positive reassurance underpins students' good engagement and confidence. Students said how much they appreciated the way teachers explained concepts to them. The quality of the teaching has a favourable impact on progress in lessons.

In interviews, almost all students said that they wanted to study mathematics for a greater proportion of the week. At present, students have only three mathematics lessons each week, and the effect of teaching is restricted by the lack of time for students to practise new techniques in more than a small number of example questions. The department is well resourced with textbooks, but their use is crowded out by the need to move briskly through the course, and students lose the benefit of the reinforcement needed to strengthen their achievement.

## Appendix A

### Recommendations

The following are some suggested ways that the school could try to overcome the weaknesses identified in the 'What needs to improve' section of this report.

1. Ensure sufficient time is devoted to the teaching of mathematics in order to enable students to benefit from the very good teaching and a much higher proportion of students to leave Year 12 with a level 2 pass in mathematics.
2. Raise teachers' and students' expectations on their BTEC courses and enable a much higher proportion of students to gain merits and distinctions.
3. Improve the quality of teaching and the proportion of students passing BTEC courses in: beauty and therapy; children's care, learning and development; health and social care; hospitality; and employability skills.
4. Reappraise the relevance of the EPQ, and ensure that those students who are entered for the qualification show dedication and commitment to completing their project.
5. Improve the quality of teaching, paying particular attention to: the way teachers engage and motivate students; the planning and structure of lessons; the pace of learning; teachers' questioning skills; the opportunities provided for students to apply and develop their written and practical skills.
6. Improve the quality of the teaching of literacy to the weakest students.
7. Provide more resources for the specialised teaching of students with special educational needs and ensure that day-to-day teaching meets the needs of these students.
8. Ensure that leaders monitor the quality of teaching regularly, that there is sufficient support for those whose teaching requires improvement and that better professional development is provided to meet the needs of the staff.
9. Increase the rigour with which the quality of education is monitored, analysed and evaluated, and implement improvement plans which identify what needs improving and how that improvement is to be achieved.
10. Review the curriculum and ensure that it better suits the needs of all students, paying particular attention to the availability of level 3 courses for the more able students and level 1 courses for lower ability students.
11. Improve liaison with the island's high schools, particularly with regard to transition arrangements before students enter CIFE.
12. Ensure that there are sufficient well-trained high-quality staff to provide counselling services which meet the wide range of needs presented by students.



13. Ensure that there are sufficient adequately qualified staff to provide careers guidance for students and better oversight of the centre's work placements.
14. Ensure that all students have work placements which provide them with good opportunities to learn and develop new skills that are relevant to their future career choices.