



## 3rd FOLLOW-THROUGH INSPECTION REPORT

### **SIR JOHN A. CUMBER PRIMARY SCHOOL**

OFFICE OF EDUCATION STANDARDS  
OCTOBER 2019

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# Introduction

In academic year 2014-15, the Minister for Education commissioned inspections of all government schools. The purpose of the inspections was to provide a baseline assessment of the quality of teaching and its impact on students' learning. Inspectors checked the progress students made and the standards they achieved, the effectiveness of the leadership and management of each school, and the academic standards, notably in English and mathematics. The reports were published during the same academic year and are available on the government website following the link below.

<http://www.education.gov.ky/portal/page/portal/mehhome/education/baseline-inspections-reports>

In academic year 2017-18, the Office of Education Standards commenced follow-through inspections to report on the progress made by each school since the initial visits in 2014-15.

## Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

### Views of stakeholders

As part of the follow-through inspections, parents, staff and students (Y5 upwards) were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

### Follow-Through Inspection of Sir John A. Cumber Primary School

The 3<sup>rd</sup> Follow-Through Inspection of Sir John A. Cumber Primary School took place from 1<sup>st</sup> October 2019 to 3<sup>rd</sup> October 2019. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

## Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

### Summary

Following the initial inspection of Sir John A. Cumber Primary School, which took place in November 2014, the Office of Education Standards conducted two follow-through inspections to evaluate the progress made by the school in addressing the recommendations from the 2014 inspection. The most recent inspection took place in January 2019 and, although there had been some improvements in a number of areas, inspectors found that progress overall remained weak.

In August 2019, at the start of the new academic session, the Ministry of Education appointed a new Principal to the school. A numeracy coach was also assigned to the school full-time to support the programme for mathematics and a few new support staff and teachers had joined the school at the beginning of the school year.

This third follow-through inspection assessed the school's progress with regard to the 16 recommendations made in 2014. Inspectors found that progress was satisfactory in most areas but that students' achievement across all year groups, in English and mathematics, remained well below expected standards.

Sir John A. Cumber Primary School will join the usual cycle of inspections and will be revisited by the Office of Education Standards Inspectorate later in the current academic year. The next inspection will report on all aspects of the schools' performance as required by the framework for self-evaluation and school inspection, 'Successful Schools and Achieving Students'.

## Recommendation 1

### **Follow assessments through into teaching, by identifying specific weaknesses and paying attention to these in the planning of lessons.**

The school has made **satisfactory** progress in addressing this recommendation.

There had been further improvements made to the arrangements for planning lessons and the broad curriculum. Teachers used a common format to plan their lessons and gave appropriate attention within their plans to the needs of different groups of learners in their classes. Importantly, there were more rigorous and extensive arrangements in place to monitor teachers' plans and identify areas requiring improvement. For example, one of the Deputy Principals, who supported staff in Key Stage One last year, had worked with individual teachers to enhance the breadth and detail of lesson plans highlighting aspects that required improvement. Clear targets had been set for teachers whose lessons did not meet given criteria set by the senior leaders of the school last term. As a consequence of this regular and focused intervention, lesson plans had improved to the degree that most staff consistently prepared lessons with significant attention to detail and with appropriate focus on the students' prior learning and the range of needs in their classes.

From the beginning of the current academic year, teachers had also benefited from the support given by a number of literacy and numeracy coaches from the Department of Education Services. These staff taught classes to demonstrate best practice and teachers watched their lessons to understand different techniques and observe various strategies to enhance students' learning. The coaches also attended the teachers' planning meetings and this had helped secure ongoing improvements in the last term to the quality of lesson plans. In the past certain lessons plans did not always include agreed elements. For example, at the time of the last inspection, the use of a designated time within mathematics lessons to support students' mental calculation skills had not been a consistent feature of lesson plans. The regular attendance of a numeracy specialist to teachers' planning meetings had helped address this issue and had also assisted in clarifying aspects of subject knowledge which had, in mathematics, been an area requiring attention, particularly at the upper stages of the school. Notably, the decision of the school leaders to redeploy staff giving due consideration to their levels of experience and skills had led to improvement in the quality of teaching overall. In addition, staff from Sir John A. Cumber Primary School had benefited from opportunities to observe lessons in other schools where teachers had been identified as leading practitioners. This had helped improve the overall quality of teachers' skills managing their classes and organising the learning environment successfully to maximise students' learning.

An appropriate range of assessments were in place to support students' learning and guide staff regarding their curriculum planning. Assessments from the previous academic year provided an insight to individual students' strengths and weaknesses in reading and mathematics. Senior

staff used this information to identify those students requiring additional support from the various intervention groups available in the Key Stage 2 classes. The Principal and Senior Leadership Team had made a decision to place greater emphasis upon class-based support rather than withdrawal of groups. Although certain programmes continued, particularly in literacy, the impact of this decision requires close monitoring to ensure that all students receiving support make the necessary progress over time. In addition, booster classes were offered in the morning from 7am lasting one hour, for students from the upper stage classes. These offered extra support for students in mathematics and science.

## Recommendation 2

### **Track the progress of year groups over their time in school to monitor and accelerate the overall pace of progress.**

The school has made **satisfactory** progress in addressing this recommendation.

In the last academic session, the Principal and Senior Management Team monitored the progress of students in English and mathematics through the use of established assessments, which were closely linked to the regular tests undertaken at different stages of the school. All students were expected to make two sub-levels of progress each academic year and appropriate systems were in place to check that students were on target to meet this requirement throughout the year. The Principal and senior staff met regularly with teachers and reviewed students' progress in reading, writing and mathematics. Where necessary, students requiring additional support to meet their identified targets were provided with extra lessons during the school day and in the morning to facilitate faster progress.

With the introduction of the new primary curriculum, the new Principal and Senior Management Team have needed to revise tracking arrangements to align with the new assessments introduced from the beginning of academic year 2019-20. Appropriately, the arrangements for tracking progress have required adjustment because students' achievement is no longer measured using sub-levels. The assessment information at the end of the last session and the beginning of the new school year has been used to identify the current starting point for all students in reading, writing and mathematics from Years 1 to 6. The assessment data is linked to the new curriculum requirements and provides an accurate and comprehensive indication of current achievement levels.

The Principal and Senior Leadership Team should implement plans to monitor progress in the first term with the aim to meet with teachers during this period, setting targets for all children linked to the revised assessment arrangements. Progress in key areas of learning has in the past been too slow because around only half of the students made expected progress. Consequently, it is imperative that target setting and assessment processes are implemented in a timely manner at the beginning of the current session, to maximise students' progress over time and allow additional interventions as required.

There had been further improvement to students' attendance in the last academic session. Over the last three years the Principal and Senior Leadership Team had placed appropriate emphasis upon recognising and rewarding good attendance. Although overall attendance remained too low and below the expected level for schools in the Cayman Islands, the

continued growth and effective partnership with many parents helped secure ongoing improvements. Students' attendance from the start of the new session indicated a further increase and was good during the inspection period.

In addition, staff absence rates, which had led previously to a disproportionate number of classes being supervised by support staff, were now satisfactory.

## Recommendation 3

**State plainly what students are expected to learn by the end of each year and take speedy action if students are falling behind.**

The school has made **weak** progress in addressing this recommendation.

Assessments conducted towards the end of the last academic year indicated that students' progress in English and mathematics was weak. Only around half of the students made expected progress and attainment levels in writing and mathematics had declined from the previous year. Only around one quarter of students achieved at the expected level in mathematics by the end of Year 6. Less than half of the students at the end of the primary years had achieved at the expected level in writing. Although results had improved in reading between 2017-18 and 2018-19, only around two thirds of Year 6 students achieved at the required level in the last round of assessments. In all three areas of the curriculum, students' results in 2018-19 at Year 6 were below the national average and significantly below international standards.

All government primary schools had undertaken a reform of the primary curriculum and, following training at the end of the last academic year, staff had attended professional development sessions to support the introduction of the new curriculum from August 2019. At Sir John A. Cumber Primary School, most teachers expressed confidence in the new curriculum and considered the introduction to be ambitious but necessary. The curriculum was organised with considerable clarity and there were academic outcomes in place for each area of the curriculum for each year group or phase. English, mathematics and science syllabus content was detailed with assessments aligned to relevant stages of the students' learning. Reception classes were also introduced to a new curriculum at the start of the year and this was closely linked to the Early Years Foundation Stage Curriculum from England, adapted to a Cayman Islands context.

The new curriculum plans offered greater clarity for staff also regarding the content of their lessons for subjects such as science, art, religious education, music, physical education, social sciences and computing. All children in the upper stages of the school were now required to study a modern foreign language and appropriate adjustments had been made to the timetable to include regular sessions for children to continue their studies in Spanish.

The new curriculum and the associated resources that had been purchased to support its introduction, offered a clearer direction and structure to the curriculum. The overall curriculum

now was broad and balanced and timetables had been prepared to ensure consistency in delivery across most of its elements.

The school continued to promote aspects of the International Baccalaureate Primary Years Programme in that the characteristics of good learning were identified and planned to help support students' attitudes and their growing responsibility for their own learning. The revisions to the curriculum offered significant clarity and direction to the staff as they aimed to maintain, wherever possible, appropriate cross-curricular links but also ensuring appropriate coverage of key skills, knowledge and understanding.

## Recommendation 4

### **Plan the use of time in lessons to maximise learning, and teach at a brisker pace.**

The school has made **satisfactory** progress in addressing this recommendation.

Inspectors observed 63 lessons during the third follow-through inspection. There had been a notable improvement in the quality of teaching since the previous inspection. In particular, there were more examples of good and satisfactory lessons and the number of lessons judged as weak had reduced. Overall, most lessons in this inspection were found to be satisfactory or better.

A significant factor in the improved quality of teaching was that teachers managed students' behaviour more effectively and with greater consistency. For example, in all classes teachers made use of a behavioural code, which had been agreed with students at the beginning of the session and which set clear expectations regarding the approaches to learning expected in the school.

From the Principal to teachers, support staff and parents there was an ambition evident across the school for all students to succeed and for all to contribute positively to the ambitious agenda for improvement.

In addition, there were more examples of lessons in which students were encouraged to find out information for themselves, and there were also sessions in which the students demonstrated autonomy and responsibility for their own learning. For example, in one of the Year 5 science classes, students were researching the characteristics of different planets in the solar system and they were able to work collaboratively to identify key facts, which were shared with their peers. Teachers managed their classes effectively because lessons were planned in detail, following a consistent structure. Good routines were in place with appropriate time management techniques, such as sand timers and countdown clocks. These helped students to stay on task and work with a brisk pace, thereby meeting the teachers' lesson objectives.

Although teaching was judged to be broadly satisfactory, there remained scope for further improvement. As had been the case in previous inspections, there were a number of lessons where teachers talked for too long and there was insufficient time for the students to practise the skills taught or consolidate their learning in meaningful and purposeful contexts. There were a few classes where a scrutiny of the exercise books indicated that work in mathematics and English had not been completed and this had not been followed up by the teacher within a reasonable time frame. Almost half of the weak lessons observed during the inspection were in

non-core subjects including, for example, computing, Spanish, social subjects and design technology. Furthermore, in a previous inspection of the school, the arrangements for marking had been improved through the implementation of an agreed policy, which required teachers to provide feedback and direction to students on a regular basis. This policy was not fully implemented by all staff in the new current academic year. Furthermore, a delay to the delivery of the students' exercise books meant that a few classes were working in the wrong types of books and this adversely affected the quality of presentation and, at times, accuracy of students' work and clarity of staff feedback.

Most teachers were making good use of the new textbooks which had been introduced at the beginning of the year for various subjects. In most cases staff selected the appropriate content to support the learning goal to be taught in each particular lesson. Senior leaders should continue to monitor the use of textbook resources to help ensure that such resources should not restrict the opportunity for challenge and support to the range of abilities in each class.

## Recommendation 5

### **Develop a school-wide marking and feedback policy to ensure that students learn from their mistakes and are guided in improving their work**

The school had made **weak** progress in addressing this recommendation.

Following the first follow-through inspection, the school leaders had developed a comprehensive, school-wide feedback and marking policy and this ensured that all staff marked students' work with sufficient regularity and provided them with specific guidance about what they were doing well and what they needed to do to improve. There was frequent monitoring to ensure compliance with this marking and feedback policy. In addition, appropriate coaching was provided to support teachers who needed to be more consistent in their marking. However, in this third follow-through inspection, the gains made in this area were marginalised as inspectors noted variability in the quality and regularity of the marking of students' work. Although a majority of the staff utilised the 'three stars and a wish' marking format, there were several instances where marking was cursory. In these instances, staff relied on check marks or provided vague feedback such as 'fair attempt' or 'good job'. As a consequence, there were insufficient examples of effective high-quality marking to support students in improving their work. This was also compounded by instances of sporadic marking or the non-marking of students' work. School leaders planned to use the clear rubric regarding achievement in the new curriculum to develop targets for students and thereby monitor their learning goals.

## Recommendation 6

### **Take account of different abilities in the planning of lessons, and raise the level of challenge for more able students, building on from what they already know.**

The school had made **satisfactory** progress in addressing this recommendation.

Subsequent to the second follow-through inspection, the Senior Leadership Team were proactive in establishing successful practice and in building the collective expertise of teachers. For example, senior leaders had focussed on professional development for staff to support planning for numeracy and literacy. Staff had also benefitted from opportunities to observe best practice in another school and this led to improvement in their own pedagogical practice. Staff would continue to benefit from similar professional development initiatives, so they are proficient at building appropriate levels of challenge in their lessons.

The school leaders had also put in place a number of systems to monitor and evaluate the quality of teachers' lesson planning. A Deputy Principal had responsibility for curriculum leadership, and through common planning sessions, the staff met regularly and worked collaboratively. In addition, at these planning meetings, staff were encouraged to reflect on their practice and to learn from each other. These collaborative practices within the school facilitated a culture of review with an aim to improve students learning outcomes in key areas of the curriculum. The impact of collaborative teacher planning was evident in the quality of lesson plans. In addition, the staff had benefited from team teaching, in class support and opportunities to observe best practices in other schools.

The impact of these interventions was evident during this follow-through inspection, as inspectors noted that lesson planning was a featured strength of most lessons and the structure and timing of most lessons supported students' engagement, confidence and participation in activities. In addition, most staff ensured that lesson content and development activities were pitched appropriately to support and challenge students. Nonetheless, a minority of staff will require further support, as activities in a few classes did not always facilitate optimum learning for all students by providing sufficient challenge for the more able. Staff also needed to ensure adequate time was allocated in lessons to ensure that tasks were completed in a timely manner. Overall, there was evidence that teachers collaborated effectively to share their expertise and their knowledge of students' strengths and weaknesses and, as a consequence of such arrangements, most teachers provided students with appropriately focused learning experiences.

## Recommendation 7

### **Train and deploy teaching assistants so that they support students' learning.**

The school had made **satisfactory** progress in addressing this recommendation

Teaching assistants continued to benefit from training specific to their role and attended professional development opportunities alongside teaching staff. Support staff had also received training in relation to child protection, first aid and the new primary curriculum.

During the third follow-through inspection, support staff were observed in class and also out of class delivering specific intervention programmes. A full-time classroom assistant was allocated to each of the Reception and Key Stage 1 classes. Key Stage 2 classes shared support assistants. The support staff assisted in the planning and delivery of lessons as well as supervision of students. Deployment was efficient and effective. In Reception classes, for example, support staff provided good support to teachers in the planning and delivery of group activities. They helped encourage good behaviour and managed the delivery of specific tasks. Inspectors noted that support staff often demonstrated a sound knowledge of the children's strengths and weaknesses and were competent in implementing the requirements of the new curriculum. Depending on the outcome of the first term assessments, the senior leaders of the school planned to further amend deployment to address the different identified needs of students in each key stage.

At Key Stage 2, teaching assistants managed the delivery of intervention programmes supporting the students' knowledge and skills in English. In these sessions, students' progress was satisfactory and the content was often well matched to the students' learning needs. Similar programmes for mathematics had been withdrawn and the senior leaders needed to use term one assessment information to identify appropriate in class or remedial provision to ensure that the specific needs of lower achieving students in mathematics continue to be met.

## Recommendation 8

**Plan professional development focused on what makes a good lesson, and increase opportunities for teachers to observe and learn from the most effective practice.**

The school had made **satisfactory** progress in addressing this recommendation.

Senior leaders continued to support the professional development of all staff. Training was often tailored well to the needs of individual teachers as identified from the monitoring and evaluation of classes undertaken by the Senior Leadership Team. For example, all teachers received feedback on their lesson plans and a few were given additional support by one of the Deputy Principals to help ensure that lesson plans were sufficiently detailed and comprehensive. The numeracy coach also offered focussed support to Key Stage 2 teachers. Mathematics lessons were modelled by specialist staff and teachers planned together more consistently than previously had been the case. Teachers worked alongside coaches and specialists and this facilitated improved standards in teaching at the upper stages of the school.

Following the range of training provided over the last year, teachers demonstrated an improved understanding of what constitutes effective teaching and the regular arrangements to monitor lesson delivery had directed teachers in making the required improvements.

Teachers' planning often included notes of reflection, which directed staff to review the effectiveness of their lessons. In a number of cases this led to the adaptation of future activities and a review of the resources best suited to the delivery of the lesson objectives.

## Recommendation 9

### **Ensure that new initiatives are rigorously evaluated for their impact on learning.**

The school had made **satisfactory** progress in addressing this recommendation.

The start of the academic year had seen the introduction of a number of initiatives and also important developments in the curriculum and leadership of Sir John A. Cumber Primary School. Building on the positive achievements of the previous Principal, the new Principal commenced duties in August 2019 with a clear focus on raising standards and building the morale and confidence of staff and students. There had been a renewed focus upon engaging parents as partners in their children's learning. Good information had been sent home from the school at the start of the session and a number of 'welcome' meetings had been well attended by parents and the content was positively received. Senior leaders had quickly assessed the impact of such initiatives through the use of surveys and these effectively complemented the pre-inspection survey because a wider number of stakeholders had participated. The Principal and two Deputy Principals had clear remits and initiatives were carefully considered and planned through collaboration within the senior team and with other experienced staff including, for example, the numeracy specialist.

The school had received good support from the Department of Education Services.

Information meetings for parents regarding aspects of the curriculum had been offered at the beginning of the academic year. An overview of the new curriculum for each year group had been shared with parents and such provided clarity regarding the expectations now in place for all students from Reception to Year 6.

Communication from school leaders to families provided further clarity concerning expectations in relation to attendance, behaviour, dress code and the students' attitudes to learning. Information about the future work of the school was also shared and updated with important contact details for senior staff and key support teachers. Important dates for future events, including for example, assessment times and special activities, were shared well in advance to help parents keep abreast of the schools' plans and progress.

The Principal and Senior Management Team had prepared a comprehensive school development plan that identified appropriate strategies for improvement in the coming year. The goals were ambitious but achievable. There was a clear focus on raising academic standards and initiatives were thoughtfully planned with identified personnel and time goals to assist with implementation. The school plan of action and the post-inspection plan offered clarity

of direction for staff but required further adaptation to include a clearer indication of the measures that would be used to ensure successful delivery. The plans would be enhanced with the inclusion of mid-point checks to help monitor successful implementation during the year.

In 2018-19, only around half of the students made expected progress in reading, writing and mathematics. Furthermore, attainment in these subjects remained well below the national average and significantly below international expectations. The focus of the post-inspection plan and the school development plan were appropriately targeted upon addressing under achievement. There had been already, at an early stage of the academic year, some improvements to the quality of teaching and this provided some basis for confidence in the ongoing strategies to raise students' academic performance.

## Recommendation 10

**In English, ensure that every student reads daily in school, and encourage daily reading at home, monitoring what students read, and matching books to reading level.**

The school had made **satisfactory** progress in addressing this recommendation.

Senior staff and teachers had introduced a number of initiatives to create additional reading opportunities for students. The partnership with the local library to offer library lessons to Key Stage 2 students and mandatory library sessions for all year groups were useful initiatives geared towards augmenting students' reading experiences. The school continued to partner with a range of agencies such as LIFE and the Ritz Carlton Hotel to support students' reading experiences and to raise their attainment in reading. All students borrowed books from the library each week and all had reading logs so their reading activities could be monitored and supported by parents. The use of levelled reading texts meant reading materials were appropriately matched to students' reading levels to promote their confidence and fluency. Classroom libraries continued to be a feature of the school's offerings and were well utilised in guided reading sessions to promote choice and independence in students learning. In addition, on-line reading resources such as 'Raz Kids' supported independence and choice in children's learning.

The school library was well stocked with a good range of reading materials and the stock of books was recently augmented with the donation of hundreds of books by LIFE. School leaders had also established effective procedures and practices for communication with parents. For example, surveys were used to poll parents' views about initiatives such as 'Partners in Print'. Parents made highly positive comments about the programme and three themed events had been held since the start of the school year. The school had also developed simple brochures that provided useful guidance to parents on how to encourage and support students' reading at home.

## Recommendation 11

**In English, teach students how to apply their phonic knowledge in reading and writing.**

The school had made **satisfactory** progress in addressing this recommendation.

Inspectors noted that the teachers of Sir John A. Cumber Primary School placed a strong focus on phonics as the essential building block in the reading process. In the Reception classes, for example, during the group activity time, staff provided engaging activities which promoted children's understanding and knowledge of letter sounds. In Key Stage 1, there was an emphasis on phonics with the use of the 'Read Write Inc' programme. This provided regular and structured practice for the students to develop their phonics knowledge. Most teachers provided multiple opportunities for students to identify letters and letters sounds, and to sound out, isolate and blend letter sounds. Furthermore, students' skills in literacy were further promoted through the teaching of the different writing genres across the key stages.

## Recommendation 12

### **Build students' skills in reading for information.**

The school had made **satisfactory** progress in addressing this recommendation.

In the majority of lessons, teachers not only focussed on the development of students' oral language skills but structured purposeful opportunities for students to make textual analysis to support their interpretation of texts. There was also a focus on the development of students' comprehension skills through challenging and higher order questioning across year groups. Inspectors noted that most teachers used resources such as interactive white boards, videos, textbooks and work sheets satisfactorily to engage students' interest and enthusiasm during guided reading activities. The use of pre-reading, during reading and after-reading strategies effectively supported students through a wide range of critical reading activities including, for example, making inferences, predictions and using text evidence to confirm or disprove conclusions. In one of the Year 5 reading lessons, students used illustrations in the book to make inferences about the nature of the text. In Year 4, students skimmed non-fiction texts to identify key information.

In reading lessons, teachers shared lesson objectives and success criteria at the beginning of each lesson and this helped encourage students to reflect on their achievements in each lesson and this practice also supported their growing independence and responsibility for learning. During this inspection, it was evident that teachers had high expectations for students with regard to good behaviour for learning and good routines were in place in almost all classrooms. As a consequence, most students worked both independently and collaboratively in a very purposeful and productive manner.

## Recommendation 13

### **Provide opportunity for writing at greater length in English and within the primary years programme for inquiry.**

The school had made **weak** progress in addressing this recommendation.

During this follow-through inspection, inspectors observed 32 English lessons and also scrutinised students' workbooks and writing samples across the year groups. English lessons were observed in all stages of the school. Assessment information from the academic year 2018-19 was also reviewed in reference to students' achievement and progress from August 2018 to June 2019.

Although staff planned opportunities for students to write in a variety of genres, there were still gaps in the schools' provision. Inspectors noted limited evidence of critical writing assignments that promoted students' investigative or inquiry skills. One good example was observed in a Year 5 science lesson about the solar system. Students skimmed the text to locate three important facts about the planets and that activity was linked to a later writing activity. It was noted that the school leaders were exploring partnerships with Health City to facilitate visits so students would have authentic experiences to write about. In addition, plans were in place for each year group to participate in field trips related to a science-related topic that would be the basis for writing prompts. Key Stage 2 students now benefited from weekly library lessons at the local library to boost their research skills. Nonetheless, at this time, inspectors found that there was scope to structure more meaningful opportunities for students to conduct research and report their findings to support cross-curricular links and to create opportunities for purposeful writing.

## Recommendation 14

### **Audit teachers' subject knowledge and expertise in teaching mathematics and continue to support them in improving their teaching.**

The school had made **satisfactory** progress in addressing this recommendation.

A significant element of the recent professional development undertaken by teachers was focused upon the implementation of the revised primary curriculum. This included attention on mathematics and the new resources that had been purchased to support the introduction of the new mathematics core curriculum. Staff expressed confidence in their ability to deliver the new curriculum, which it was generally agreed provided significant challenge for the students of the school. Appropriate steps had been taken to support and challenge under performing teachers. The ongoing advice and guidance from a school-based numeracy coach had helped ensure previous weaknesses in teachers' skills, planning and pedagogy were being systematically addressed.

In the last follow-through inspection, in January 2019, it was noted that teachers' explanation of concepts was, at times, imprecise and this had led to some confusion in the students' mathematical understanding. Senior staff had taken appropriate steps to address this and, in this most recent inspection, teachers' subject knowledge was found to be sufficiently accurate to facilitate students' confident grasp of new concepts. In Year 6, for example, students were able to round to the nearest 100, 1,000 and 10,000 and used a range of memorable catch phrases and techniques to support their mental agility in solving such mathematical problems.

Booster classes were offered in the morning run by volunteers and teaching staff. These sessions provided extension and challenge to higher achieving students and also provided opportunities for all students to consolidate their learning if they lacked confidence with any of the new concepts taught during the week.

## Recommendation 15

**In mathematics, introduce frequent ‘quick fire’ practice to improve recall of number facts, and set goals for the learning of numbers bonds and multiplication tables.**

The school had made **satisfactory** progress in addressing this recommendation.

Teachers’ lesson plans had improved and were closely aligned to the new curriculum guidance. There was a common structure to most lessons and such included, for example, a short time each day allocated to the development of students’ mental calculation skills. This was ordinarily followed by a focus on new concepts or consolidation of learning with a specific learning objective. The learning goals for each lesson were shared with students using terms that were meaningful and accessible for the different age groups being taught. This helped students understand what the teacher was expecting from them in each lesson.

Mathematics lessons observed during this inspection were noted to be mainly developing students’ understanding of number and there had been, to date, few practical mathematics sessions supporting students’ understanding of measure, space, shape and data. These aspects of the curriculum were planned for later in the year. Teachers made good use of resources to support students’ understanding of number concepts. For example, in one of the Year 2 classes, the teacher was able to increase the students’ mathematical understanding of place value through the use of manipulatives. The resources helped the students to visualise the relative value of one ‘ten’ and one ‘unit’ when representing larger numbers.

At the end of Key Stage 2, in the Year 6 classes, there was evidence that students had completed a good range of tasks in relation to number and calculation. The teachers had introduced new and challenging concepts including, for example, negative numbers. Most students enjoyed the challenge of new mathematical topics and when expectations were high they often performed well demonstrating self-confidence and enthusiasm. Students made satisfactory progress in the lessons observed during the inspection primarily because the lessons were planned with due care and attention by staff and behaviour was managed effectively throughout sessions. Despite the noted improvements to teaching in mathematics, students’ skills in various aspects of number remained weak. A significant minority lacked speed and confidence in calculation and their recall of multiplication facts was not yet consistently accurate.

## Recommendation 16

### **Develop greater facility in mental calculation as a basis for problem-solving in mathematics.**

The school had made **satisfactory** progress in addressing this recommendation.

Inspectors observed 17 mathematics lessons during the third follow-through inspection. Almost all of the lessons were judged to be satisfactory or better. All of the lessons observed in Key Stage Two (from Years 3 to 6) were at least satisfactory and weaknesses observed in teaching at the time of the previous inspection of January 2019 had been addressed. As a result of careful planning and additional training, staff demonstrated confidence in their delivery of mathematics lessons and set high expectations for students.

Classroom assistants and other staff working in mathematics classes alongside teachers provided effective support. For example, in a Year 2 class, the assistant led a group activity overseeing the introduction of a new mathematical concept. As a result of her involvement in planning the lesson with the teacher and participating in the relevant training with teachers, the content was delivered with a clear understanding of the best way in which young children learn.

Mental calculation and problem-solving were a common feature of all lessons but teachers, in addition, made effective use of arising questions to extend students' understanding. In the Reception classes, beginning at a low starting point, the lessons focused upon developing the children's confidence and accuracy counting to four and recognising aspects of cardinality. At this stage, most struggled to count forwards to and backwards from four. By Year 2, students were able to identify numbers to 100 and complete simple addition of one-digit numbers by counting on. Attainment in mathematical calculation in early years and Key Stage 1 classes was well below expected levels and teachers were working intensively with classes to address gaps in knowledge. By the end of Key Stage 2, students could add and subtract and round up and down using large numbers. Although the students recall ability of multiplication facts remained at times too slow, the pace of progress had improved from the start of the academic year following the introduction of the new curriculum.

Most teachers made reference to real life situations in explaining the mathematical concept being taught. There was scope, however, for a greater range of mathematical activities to be set in purposeful contexts requiring the students to solve problems, make predictions or gather new information.

## Survey Results

Eighty-seven parents, 48 staff and 151 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Only a minority of parents completed the survey. There was representation from parents of children in all groups but a higher proportion was from the Key Stage 2 classes (Years 3 to 6). The Principal had issued a further paper-based survey just prior to the inspection to widen the range of responses. Overall, most parents were satisfied with the quality of education provided by the school. Most judged that their children were making good progress in English and mathematics though around one third were less sure about science and other subjects. Most parents stated that their children enjoyed lessons and considered their children to be safe and well cared for at the school. Most parents felt that teaching was good in the school and that communication between school and the home was timely and effective. Only around half of the parents felt that behaviour in the school was good and a majority expressed concern regarding the way in which incidents of bullying were managed. Over thirty parents offered more detailed comments as part of their survey submission. A few commented upon the impact that had been made by the new Principal and felt confident that there would be ongoing improvements to the work of the school in the future.

Teachers and support staff completed the survey. Over half had worked in the school for three years or more. Almost all believed that the school offered a good quality of education. Most staff felt that the school was well resourced and benefited from a team of appropriately qualified and skilled staff. Most stated that the school offered a safe and caring environment for students. A majority considered behaviour in the school to be good though a significant minority disagreed. Similarly, around one third of staff felt that students lacked environmental understanding and did not consistently contribute with responsibility to the community of the school. Staff did not believe that parents were, as yet, sufficiently involved in the work of the school. Staff additional comments related to the work of the new management team and most made favourable remarks regarding the vision that had been shared at the start of the new session by the Principal and Vice-Principals.

Students from the Year 5 and 6 classes completed the on-line survey in advance of the inspection. Most felt that they were making good progress in English, mathematics, science and other subjects. Almost all stated that lessons were enjoyable and that teachers carefully explained next steps in learning. A minority of students expressed concern regarding the behaviour of some of their peers because they judged that it disrupted classes and affected their own learning. Most students felt safe and well cared for at the school and, in their comments appreciated the support provided to them by teachers and support staff. A few

students in their written comments requested improvements to the school meals because they considered the provision to be inconsistent and, at times, unhealthy.

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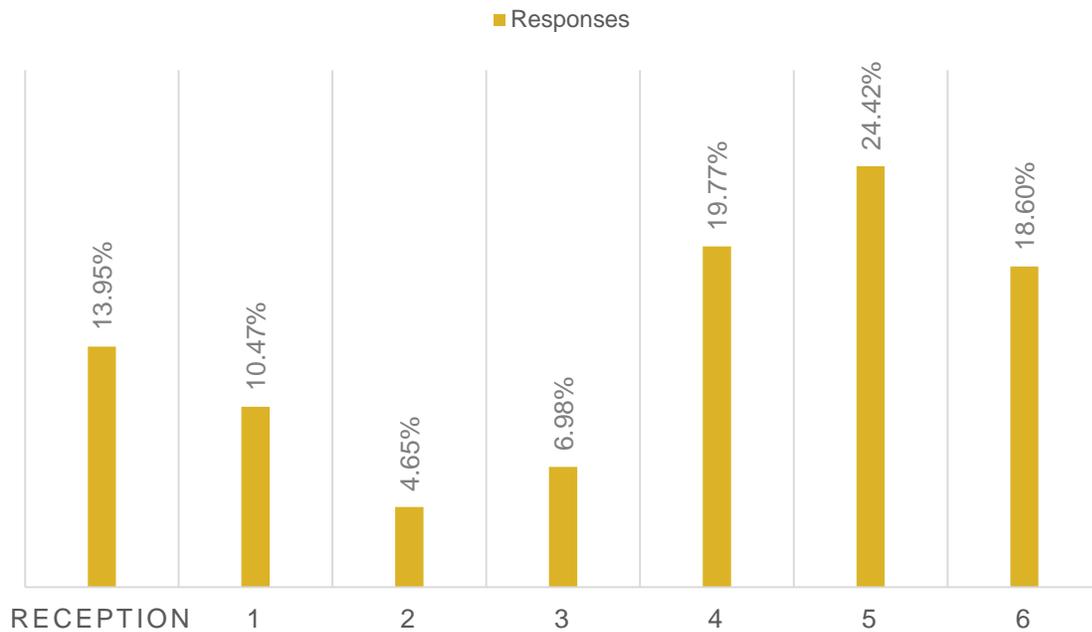
## **What happens next?**

This third follow-through inspection assessed the school's progress with regard to the 16 recommendations made in 2014. Inspectors found that progress was satisfactory in most areas but that students' achievement across all year groups, in English and mathematics remained well below expected standards.

Sir John A. Cumber Primary School will join the usual cycle of inspections and will be revisited by the Office of Education Standards Inspectorate later in the current academic year. This inspection will report on all aspects of the schools' performance as required by the framework for self-evaluation and school inspection, 'Successful Schools and Achieving Students'.

## Office of Education Standards | Parent Survey 2019

*In which grade/year is your eldest child?*



Response	Count
Answered	86
Skipped	1

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

Response	Percentage	Count
Less than one year	17.24%	15
More than one year but less than three years	20.69%	18
More than three years	62.07%	54
	<b>Answered</b>	<b>87</b>
	<b>Skipped</b>	<b>0</b>

### What is your nationality?

# 80.46%

Caymanian

# 19.54%

Non-Caymanian

### *My child is making good progress in English.*

Response	Percentage	Count
Strongly Agree	34.88%	30
Agree	48.84%	42
Disagree	4.65%	4
Strongly Disagree	1.16%	1
I am unsure or unable to answer the question	10.47%	9
	<b>Answered</b>	<b>86</b>
	<b>Skipped</b>	<b>1</b>

### *My child is making good progress in Mathematics.*

Response	Percentage	Count
Strongly Agree	19.77%	17
Agree	55.81%	48
Disagree	6.98%	6
Strongly Disagree	3.49%	3
I am unsure or unable to answer the question	13.95%	12
	<b>Answered</b>	<b>86</b>
	<b>Skipped</b>	<b>1</b>

***My child is making good progress in Science.***

Response	Percentage	Count
Strongly Agree	15.12%	13
Agree	48.84%	42
Disagree	2.33%	2
Strongly Disagree	1.16%	1
I am unsure or unable to answer the question	32.56%	28
	<b>Answered</b>	<b>86</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	24.42%	21
Agree	54.65%	47
Disagree	2.33%	2
Strongly Disagree	1.16%	1
I am unsure or unable to answer the question	17.44%	15
	<b>Answered</b>	<b>86</b>
	<b>Skipped</b>	<b>1</b>

***The behaviour of most students in the school is good.***

Response	Percentage	Count
Strongly Agree	7.06%	6
Agree	50.59%	43
Disagree	17.65%	15
Strongly Disagree	4.71%	4
I am unsure or unable to answer the question	20.00%	17
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	22.35%	19
Agree	69.41%	59
Disagree	4.71%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.53%	3
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***My child is developing good environmental understanding.***

Response	Percentage	Count
Strongly Agree	27.06%	23
Agree	63.53%	54
Disagree	2.35%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.06%	6
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***The quality of teaching is good.***

Response	Percentage	Count
Strongly Agree	30.59%	26
Agree	51.76%	44
Disagree	8.24%	7
Strongly Disagree	1.18%	1
I am unsure or unable to answer the question	8.24%	7
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***My child enjoys most lessons.***

Response	Percentage	Count
Strongly Agree	20.00%	17
Agree	67.06%	57
Disagree	8.24%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.71%	4
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***My child is inspired to learn.***

Response	Percentage	Count
Strongly Agree	31.76%	27
Agree	58.82%	50
Disagree	8.24%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.18%	1
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	30.59%	26
Agree	44.71%	38
Disagree	8.24%	7
Strongly Disagree	3.53%	3
I am unsure or unable to answer the question	12.94%	11
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***The school provides the subjects my child wishes to study.***

Response	Percentage	Count
Strongly Agree	15.29%	13
Agree	54.12%	46
Disagree	3.53%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	27.06%	23
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***The quality and amount of homework is appropriate.***

Response	Percentage	Count
Strongly Agree	13.10%	11
Agree	51.19%	43
Disagree	13.10%	11
Strongly Disagree	4.76%	4
I am unsure or unable to answer the question	17.86%	15
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***My child is safe and cared for at school.***

Response	Percentage	Count
Strongly Agree	33.33%	28
Agree	52.38%	44
Disagree	7.14%	6
Strongly Disagree	2.38%	2
I am unsure or unable to answer the question	4.76%	4
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***The school helps my child choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	20.24%	17
Agree	58.33%	49
Disagree	11.90%	10
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.52%	8
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***My child is safe while on school buses.***

Response	Percentage	Count
Strongly Agree	11.90%	10
Agree	26.19%	22
Disagree	5.95%	5
Strongly Disagree	1.19%	1
I am unsure or unable to answer the question	54.76%	46
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***My child is treated fairly at school.***

Response	Percentage	Count
Strongly Agree	20.24%	17
Agree	63.10%	53
Disagree	0.00%	0
Strongly Disagree	4.76%	4
I am unsure or unable to answer the question	11.90%	10
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***The school deals effectively with incidents of bullying.***

Response	Percentage	Count
Strongly Agree	16.67%	14
Agree	25.00%	21
Disagree	17.86%	15
Strongly Disagree	10.71%	9
I am unsure or unable to answer the question	29.76%	25
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	11.76%	10
Agree	49.41%	42
Disagree	1.18%	1
Strongly Disagree	3.53%	3
I am unsure or unable to answer the question	34.12%	29
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	16.47%	14
Agree	42.35%	36
Disagree	3.53%	3
Strongly Disagree	5.88%	5
I am unsure or unable to answer the question	31.76%	27
	<b>Answered</b>	<b>85</b>
	<b>Skipped</b>	<b>2</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	22.62%	19
Agree	55.95%	47
Disagree	3.57%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.86%	15
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	30.95%	26
Agree	54.76%	46
Disagree	5.95%	5
Strongly Disagree	2.38%	2
I am unsure or unable to answer the question	5.95%	5
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***Communication between the school and parents is effective and timely.***

Response	Percentage	Count
Strongly Agree	32.14%	27
Agree	57.14%	48
Disagree	7.14%	6
Strongly Disagree	2.38%	2
I am unsure or unable to answer the question	1.19%	1
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

*The school responds appropriately to parental concerns.*

Response	Percentage	Count
Strongly Agree	26.19%	22
Agree	52.38%	44
Disagree	5.95%	5
Strongly Disagree	1.19%	1
I am unsure or unable to answer the question	14.29%	12
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

*School reports are regular and informative.*

Response	Percentage	Count
Strongly Agree	23.81%	20
Agree	58.33%	49
Disagree	5.95%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.90%	10
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

*Parent-teacher meetings are helpful and held regularly.*

Response	Percentage	Count
Strongly Agree	27.38%	23
Agree	58.33%	49
Disagree	5.95%	5
Strongly Disagree	1.19%	1
I am unsure or unable to answer the question	7.14%	6
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***Parents are effectively involved in the work of the school.***

Response	Percentage	Count
Strongly Agree	14.29%	12
Agree	55.95%	47
Disagree	10.71%	9
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	19.05%	16
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

***The school enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	15.48%	13
Agree	52.38%	44
Disagree	3.57%	3
Strongly Disagree	1.19%	1
I am unsure or unable to answer the question	27.38%	23
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

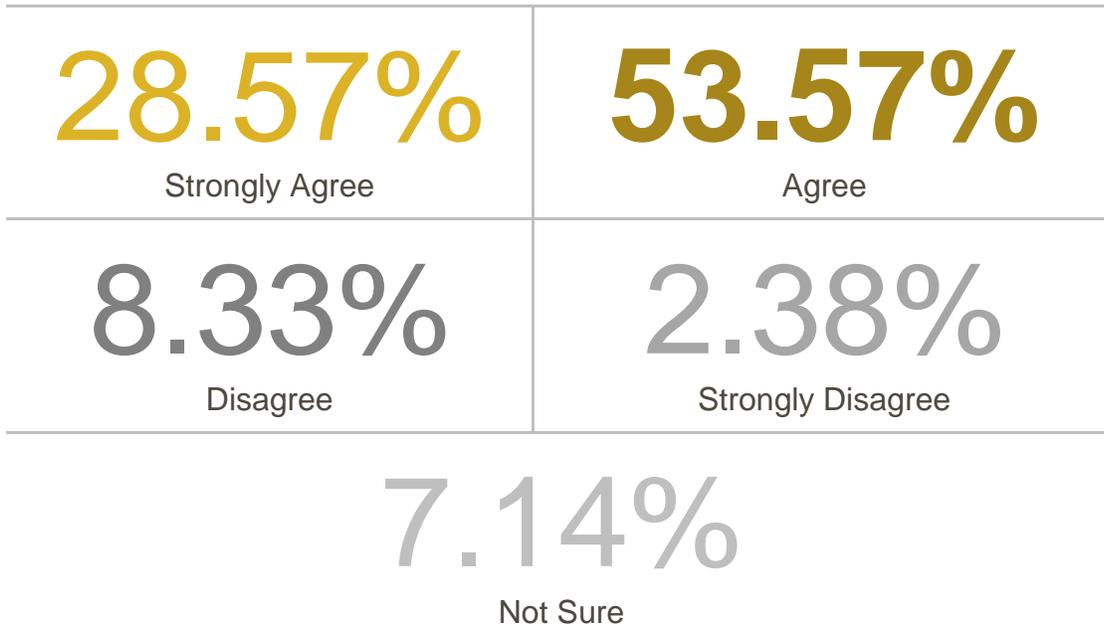
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	25.00%	21
Agree	58.33%	49
Disagree	4.76%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.90%	10
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

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

Response	Percentage	Count
Strongly Agree	26.19%	22
Agree	60.71%	51
Disagree	3.57%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.52%	8
	<b>Answered</b>	<b>84</b>
	<b>Skipped</b>	<b>3</b>

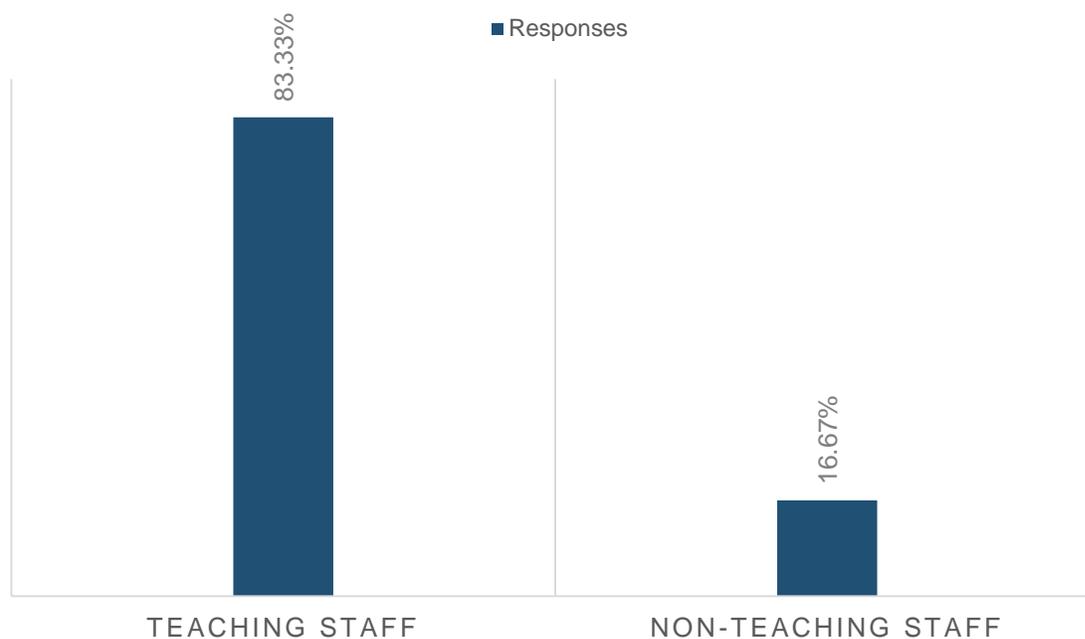
*Overall, I am satisfied with the quality of education provided at this school.*



Response	Count
<b>Answered</b>	<b>84</b>
<b>Skipped</b>	<b>3</b>

## Office of Education Standards | Staff Survey 2019

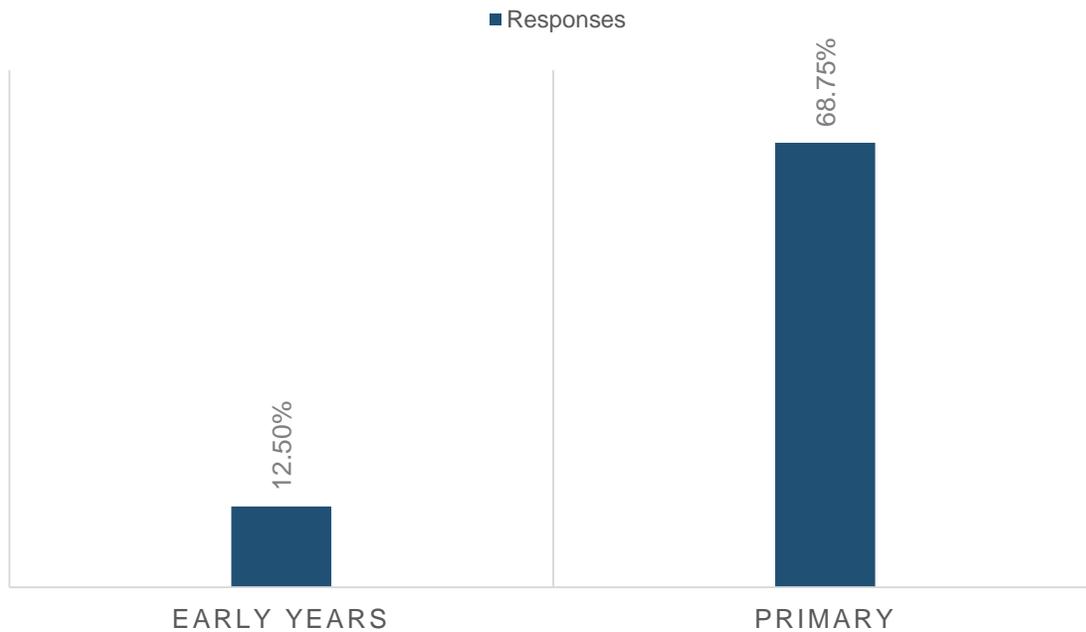
*What is your role in the school?*



*How long have you worked at this school?*

Response	Percentage	Count
One year or less	12.50%	6
More than one year but less than three years	29.17%	14
Three years or more	58.33%	28
	<b>Answered</b>	<b>48</b>
	<b>Skipped</b>	<b>0</b>

**Which age-group of students are you mostly supporting?**



**What is your nationality?**

**45.83%**

Caymanian

**54.17%**

Non-Caymanian

**The behaviour of most students in the school is good.**

Response	Percentage	Count
Strongly Agree	4.26%	2
Agree	63.83%	30
Disagree	17.02%	8
Strongly Disagree	10.64%	5
I am unsure or unable to answer the question	4.26%	2
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***Most students at this school understand their responsibilities as members of a wider community.***

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	51.06%	24
Disagree	21.28%	10
Strongly Disagree	10.64%	5
I am unsure or unable to answer the question	17.02%	8
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***Most students at this school show good environmental understanding.***

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	51.06%	24
Disagree	34.04%	16
Strongly Disagree	6.38%	3
I am unsure or unable to answer the question	8.51%	4
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***There are good assessment systems in this school.***

Response	Percentage	Count
Strongly Agree	4.26%	2
Agree	76.60%	36
Disagree	4.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.89%	7
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***Students can join in a good range of extra-curricular activities provided by the school.***

Response	Percentage	Count
Strongly Agree	25.53%	12
Agree	65.96%	31
Disagree	2.13%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.38%	3
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***This school regularly informs students of their next steps in learning.***

Response	Percentage	Count
Strongly Agree	10.64%	5
Agree	74.47%	35
Disagree	2.13%	1
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	10.64%	5
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	21.28%	10
Agree	59.57%	28
Disagree	6.38%	3
Strongly Disagree	8.51%	4
I am unsure or unable to answer the question	4.26%	2
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***The school helps students to choose a healthy life style.***

Response	Percentage	Count
Strongly Agree	17.02%	8
Agree	70.21%	33
Disagree	6.38%	3
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	4.26%	2
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***Students are treated fairly at this school.***

Response	Percentage	Count
Strongly Agree	23.40%	11
Agree	68.09%	32
Disagree	2.13%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.38%	3
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***The school deals effectively with incidents of bullying.***

Response	Percentage	Count
Strongly Agree	12.77%	6
Agree	51.06%	24
Disagree	6.38%	3
Strongly Disagree	10.64%	5
I am unsure or unable to answer the question	19.15%	9
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

***The school helps students make good choices about their future education and career.***

Response	Percentage	Count
Strongly Agree	12.77%	6
Agree	65.96%	31
Disagree	2.13%	1
Strongly Disagree	2.13%	1
I am unsure or unable to answer the question	17.02%	8
	<b>Answered</b>	<b>47</b>
	<b>Skipped</b>	<b>1</b>

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

Response	Percentage	Count
Strongly Agree	28.26%	13
Agree	50.00%	23
Disagree	10.87%	5
Strongly Disagree	4.35%	2
I am unsure or unable to answer the question	6.52%	3
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	17.39%	8
Agree	52.17%	24
Disagree	4.35%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	26.09%	12
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

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

Response	Percentage	Count
Strongly Agree	15.56%	7
Agree	48.89%	22
Disagree	6.67%	3
Strongly Disagree	4.44%	2
I am unsure or unable to answer the question	24.44%	11
	<b>Answered</b>	<b>45</b>
	<b>Skipped</b>	<b>3</b>

***The school effectively supports my continuing professional development.***

Response	Percentage	Count
Strongly Agree	15.22%	7
Agree	52.17%	24
Disagree	6.52%	3
Strongly Disagree	8.70%	4
I am unsure or unable to answer the question	17.39%	8
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

***Parent teacher meetings are well attended and helpful.***

Response	Percentage	Count
Strongly Agree	21.74%	10
Agree	45.65%	21
Disagree	13.04%	6
Strongly Disagree	4.35%	2
I am unsure or unable to answer the question	15.22%	7
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

***Parents are effectively involved in the work of the school.***

Response	Percentage	Count
Strongly Agree	4.44%	2
Agree	48.89%	22
Disagree	22.22%	10
Strongly Disagree	6.67%	3
I am unsure or unable to answer the question	17.78%	8
	<b>Answered</b>	<b>45</b>
	<b>Skipped</b>	<b>3</b>

***The school enjoys good links with the wider community.***

Response	Percentage	Count
Strongly Agree	15.56%	7
Agree	60.00%	27
Disagree	4.44%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	9
	<b>Answered</b>	<b>45</b>
	<b>Skipped</b>	<b>3</b>

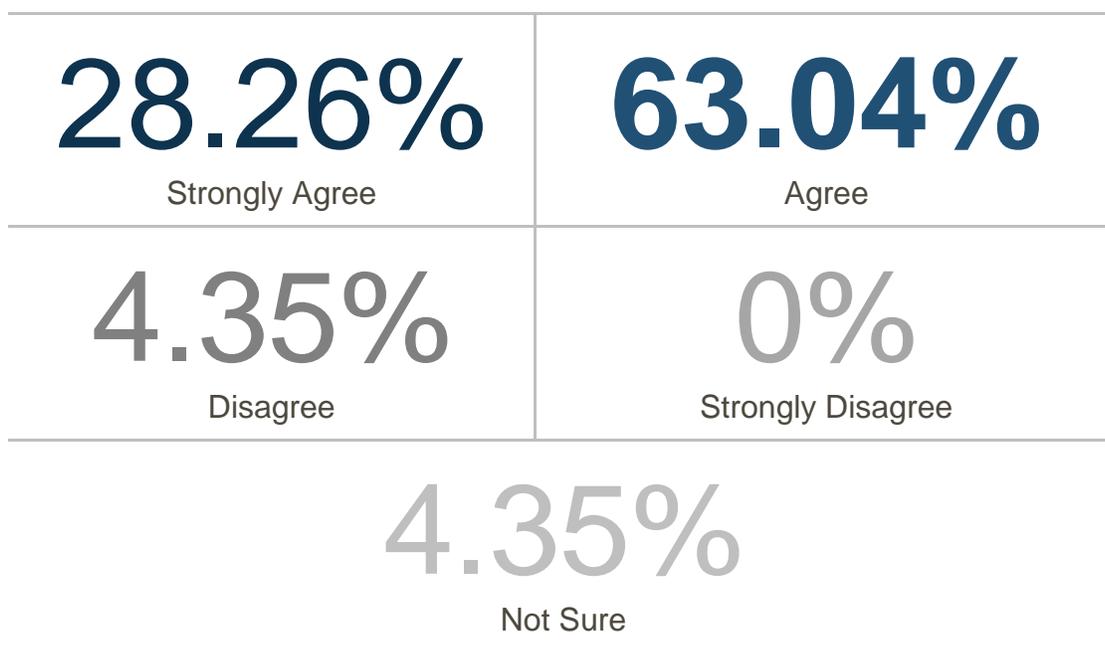
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	41.30%	19
Agree	47.83%	22
Disagree	6.52%	3
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	2.17%	1
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

*There are sufficient resources of good quality to support my teaching.*

Response	Percentage	Count
Strongly Agree	26.09%	12
Agree	60.87%	28
Disagree	8.70%	4
Strongly Disagree	2.17%	1
I am unsure or unable to answer the question	2.17%	1
	<b>Answered</b>	<b>46</b>
	<b>Skipped</b>	<b>2</b>

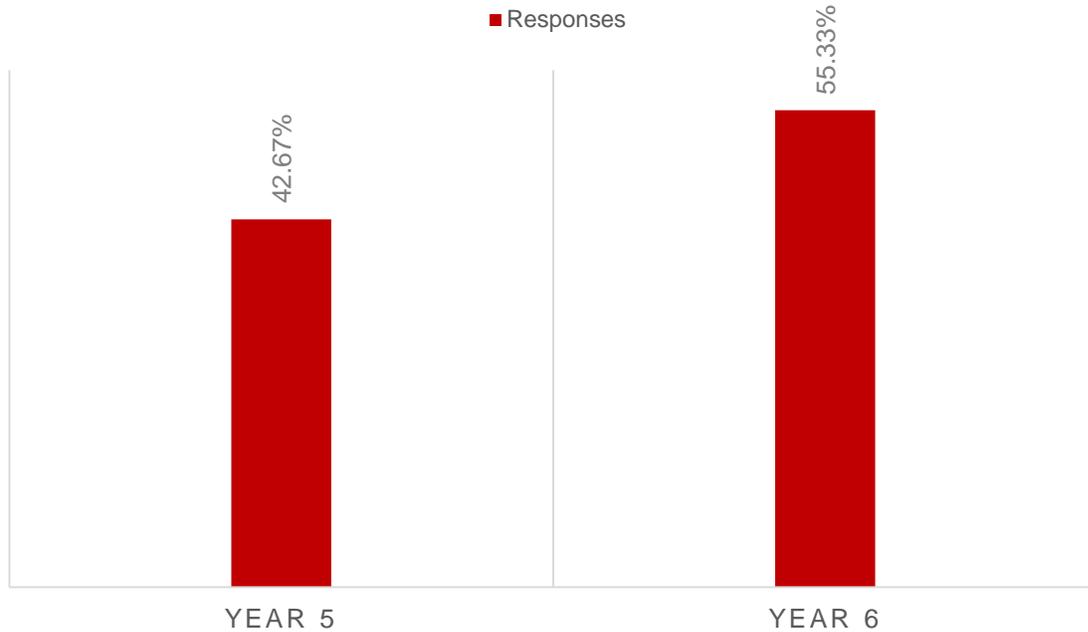
*Overall, this school provides a good quality of education.*



Response	Count
Answered	46
Skipped	2

## Office of Education Standards | Student Survey 2019

*Which is your current year group?*



*What is your nationality?*

**83.89%**

Caymanian

**16.11%**

Non-Caymanian

*Please state your gender.*

**73**

Boys

**78**

Girls

*I am making good progress in English.*

Response	Percentage	Count
Strongly Agree	32.21%	48
Agree	59.06%	88
Disagree	2.01%	3
Strongly Disagree	2.01%	3
I am unsure or unable to answer the question	4.70%	7
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

*I am making good progress in mathematics.*

Response	Percentage	Count
Strongly Agree	44.00%	66
Agree	42.67%	64
Disagree	8.00%	12
Strongly Disagree	2.00%	3
I am unsure or unable to answer the question	3.33%	5
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

*I am making good progress in science.*

Response	Percentage	Count
Strongly Agree	28.19%	42
Agree	53.02%	79
Disagree	8.05%	12
Strongly Disagree	2.68%	4
I am unsure or unable to answer the question	8.05%	12
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***Overall, in all other subjects, I am making good progress in my learning.***

Response	Percentage	Count
Strongly Agree	38.26%	57
Agree	45.64%	68
Disagree	6.04%	9
Strongly Disagree	3.36%	5
I am unsure or unable to answer the question	6.71%	10
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***The behaviour of most students in the school is good.***

Response	Percentage	Count
Strongly Agree	16.56%	25
Agree	43.05%	65
Disagree	21.85%	33
Strongly Disagree	7.95%	12
I am unsure or unable to answer the question	10.60%	16
	<b>Answered</b>	<b>151</b>
	<b>Skipped</b>	<b>0</b>

***Most students at my school understand their responsibilities as members of a wider community.***

Response	Percentage	Count
Strongly Agree	17.22%	26
Agree	45.03%	68
Disagree	20.53%	31
Strongly Disagree	8.61%	13
I am unsure or unable to answer the question	8.61%	13
	<b>Answered</b>	<b>151</b>
	<b>Skipped</b>	<b>0</b>

***Most students at my school show good environmental understanding.***

Response	Percentage	Count
Strongly Agree	17.22%	26
Agree	37.75%	57
Disagree	29.14%	44
Strongly Disagree	8.61%	13
I am unsure or unable to answer the question	7.28%	11
	<b>Answered</b>	<b>151</b>
	<b>Skipped</b>	<b>0</b>

***Most of my lessons are good.***

Response	Percentage	Count
Strongly Agree	50.00%	75
Agree	43.33%	65
Disagree	2.00%	3
Strongly Disagree	2.67%	4
I am unsure or unable to answer the question	2.00%	3
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

***I enjoy most lessons.***

Response	Percentage	Count
Strongly Agree	48.34%	73
Agree	43.05%	65
Disagree	3.31%	5
Strongly Disagree	2.65%	4
I am unsure or unable to answer the question	2.65%	4
	<b>Answered</b>	<b>151</b>
	<b>Skipped</b>	<b>0</b>

***My teachers help me understand how well I am doing in my school work.***

Response	Percentage	Count
Strongly Agree	58.94%	89
Agree	37.09%	56
Disagree	1.99%	3
Strongly Disagree	0.66%	1
I am unsure or unable to answer the question	1.32%	2
	<b>Answered</b>	<b>151</b>
	<b>Skipped</b>	<b>0</b>

***I can join in a good range of extra-curricular activities provided by my school.***

Response	Percentage	Count
Strongly Agree	34.23%	51
Agree	49.66%	74
Disagree	6.71%	10
Strongly Disagree	2.68%	4
I am unsure or unable to answer the question	6.71%	10
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***My school provides the subjects I wish to study.***

Response	Percentage	Count
Strongly Agree	38.67%	58
Agree	45.33%	68
Disagree	8.67%	13
Strongly Disagree	3.33%	5
I am unsure or unable to answer the question	4.00%	6
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

***I get the right amount of homework to help with my learning.***

Response	Percentage	Count
Strongly Agree	44.30%	66
Agree	46.98%	70
Disagree	4.03%	6
Strongly Disagree	2.01%	3
I am unsure or unable to answer the question	2.68%	4
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***Teachers explain to me how I can do better.***

Response	Percentage	Count
Strongly Agree	51.66%	78
Agree	42.38%	64
Disagree	3.31%	5
Strongly Disagree	1.99%	3
I am unsure or unable to answer the question	0.66%	1
	<b>Answered</b>	<b>151</b>
	<b>Skipped</b>	<b>0</b>

***I feel safe and cared for at my school.***

Response	Percentage	Count
Strongly Agree	34.23%	51
Agree	44.30%	66
Disagree	11.41%	17
Strongly Disagree	7.38%	11
I am unsure or unable to answer the question	2.68%	4
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***The school helps students choose a healthy lifestyle.***

Response	Percentage	Count
Strongly Agree	33.56%	50
Agree	43.62%	65
Disagree	12.75%	19
Strongly Disagree	5.37%	8
I am unsure or unable to answer the question	4.70%	7
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***I feel safe on school buses.***

Response	Percentage	Count
Strongly Agree	20.00%	30
Agree	41.33%	62
Disagree	9.33%	14
Strongly Disagree	4.67%	7
I am unsure or unable to answer the question	24.67%	37
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

***I am treated fairly at school.***

Response	Percentage	Count
Strongly Agree	30.00%	45
Agree	42.67%	64
Disagree	10.67%	16
Strongly Disagree	10.00%	15
I am unsure or unable to answer the question	6.67%	10
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

*If there is bullying the school will do something to stop it.*

Response	Percentage	Count
Strongly Agree	38.67%	58
Agree	40.00%	60
Disagree	9.33%	14
Strongly Disagree	7.33%	11
I am unsure or unable to answer the question	4.67%	7
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

*The school helps me make good choices about my future education and career.*

Response	Percentage	Count
Strongly Agree	54.00%	81
Agree	34.67%	52
Disagree	5.33%	8
Strongly Disagree	4.00%	6
I am unsure or unable to answer the question	2.00%	3
	<b>Answered</b>	<b>150</b>
	<b>Skipped</b>	<b>1</b>

*If I have special learning needs the school does a good job to help me.*

Response	Percentage	Count
Strongly Agree	40.27%	60
Agree	48.32%	72
Disagree	5.37%	8
Strongly Disagree	2.01%	3
I am unsure or unable to answer the question	4.03%	6
	<b>Answered</b>	<b>149</b>
	<b>Skipped</b>	<b>2</b>

***The school is well led.***

Response	Percentage	Count
Strongly Agree	40.69%	59
Agree	46.21%	67
Disagree	4.14%	6
Strongly Disagree	5.52%	8
I am unsure or unable to answer the question	3.45%	5
	<b>Answered</b>	<b>145</b>
	<b>Skipped</b>	<b>6</b>

***The school has asked me about how it can improve.***

Response	Percentage	Count
Strongly Agree	32.64%	47
Agree	44.44%	64
Disagree	7.64%	11
Strongly Disagree	6.25%	9
I am unsure or unable to answer the question	9.03%	13
	<b>Answered</b>	<b>144</b>
	<b>Skipped</b>	<b>7</b>

***The school responds appropriately to my concerns.***

Response	Percentage	Count
Strongly Agree	29.17%	42
Agree	55.56%	80
Disagree	7.64%	11
Strongly Disagree	2.78%	4
I am unsure or unable to answer the question	4.86%	7
	<b>Answered</b>	<b>144</b>
	<b>Skipped</b>	<b>7</b>

***I receive regular reports on my progress, which include the next steps I need to take.***

Response	Percentage	Count
Strongly Agree	43.75%	63
Agree	40.28%	58
Disagree	9.72%	14
Strongly Disagree	2.08%	3
I am unsure or unable to answer the question	4.17%	6
	<b>Answered</b>	<b>144</b>
	<b>Skipped</b>	<b>7</b>

***I am given good opportunities to learn in the wider community.***

Response	Percentage	Count
Strongly Agree	42.96%	61
Agree	47.18%	67
Disagree	2.11%	3
Strongly Disagree	3.52%	5
I am unsure or unable to answer the question	4.23%	6
	<b>Answered</b>	<b>142</b>
	<b>Skipped</b>	<b>9</b>

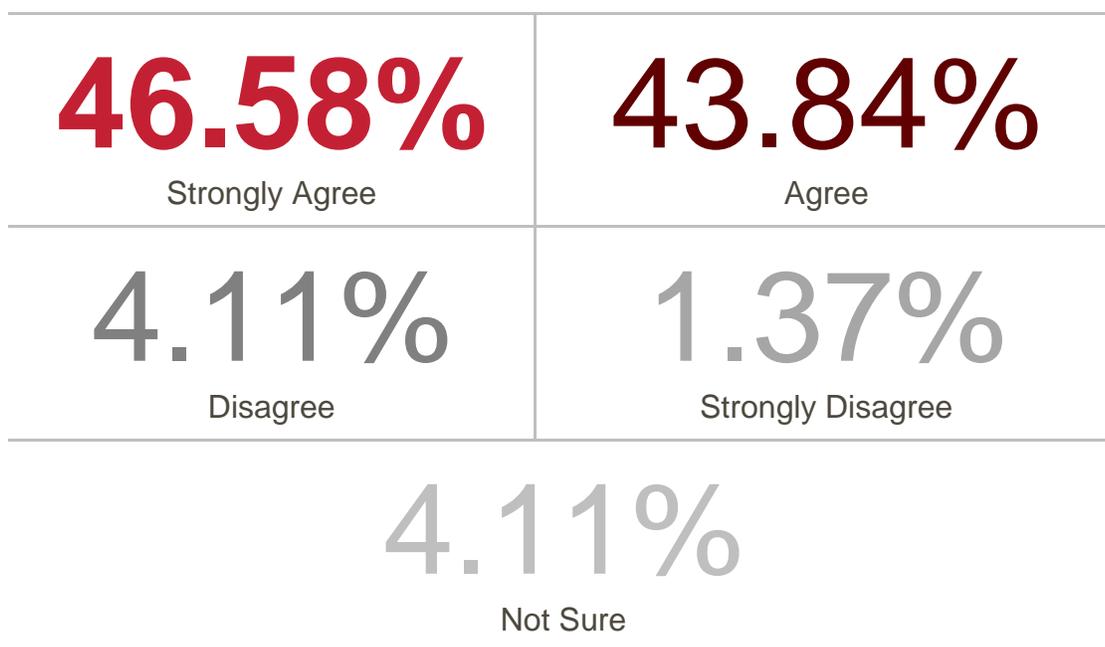
***The school has appropriately qualified and suitably skilled teachers and staff.***

Response	Percentage	Count
Strongly Agree	48.94%	69
Agree	42.55%	60
Disagree	4.96%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.55%	5
	<b>Answered</b>	<b>141</b>
	<b>Skipped</b>	<b>10</b>

*I have access to good quality resources for my learning.*

Response	Percentage	Count
Strongly Agree	40.69%	59
Agree	54.48%	79
Disagree	2.07%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.76%	4
	<b>Answered</b>	<b>145</b>
	<b>Skipped</b>	<b>6</b>

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



Response	Count
<b>Answered</b>	<b>146</b>
<b>Skipped</b>	<b>5</b>

## 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.

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## How to contact us

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

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

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## Where to read our reports?

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

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

