



INSPECTION REPORT

CALVARY BAPTIST CHRISTIAN ACADEMY

OFFICE OF EDUCATION STANDARDS
January 2020

Table of Contents

Introduction	2
Information about Calvary Baptist Christian Academy	4
The context of the school	5
Key strengths	6
Recommendations	6
Summary	8
Achievement	9
Students' personal and social development.....	11
Teaching, learning and assessment	12
Curriculum	14
Safety and support	15
Leadership and management	16
Survey results	18
Appendix 1	19
Appendix 2	31
Appendix 3	40
Office of Education Standards	51

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

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

Inspections are undertaken at least once every four years and will usually involve a team of inspectors visiting each school for between two and five days. Inspectors use an agreed framework to reach their judgements. In The Cayman Islands, the publication 'Successful Schools and Achieving Students' is the tool which is used both by schools to review their own work and by inspectors when they visit.

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

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

Evaluations

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

The four levels on the scale are defined as follows:

- **Excellent** - exceptionally high quality of performance or practice.
- **Good** - the expected level for every school in The Cayman Islands, both public and private.
- **Satisfactory** - the minimum level of quality required for The Cayman Islands. All key aspects of performance and practice in every school should meet or exceed this level.
- **Weak** - quality not yet at the level acceptable for schools in The Cayman Islands. Schools will be expected to take urgent measures to improve the quality of any aspect of their performance or practice that is judged at this level.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Calvary Baptist Christian Academy

Name of school	Calvary Baptist Christian Academy
Address	P.O. Box 2051. 191, Walkers Road, George Town, Grand Cayman, Cayman Islands. KY1-1105
Telephone	1 (345) 946-5834
E-mail address	info@cbca.edu.ky
School Website	www.cbca.cayman.com
Principal	Chadwick S. Martin
School day timing	M/Th. 8am to 2.45pm Fri. 8am to 1.30pm.
Age range of students	4 to 18 years
Number of students	76
Number of teaching staff	5
Number of support staff	9
Date of last inspection	Not previously inspected

The context of the school

Calvary Christian Baptist Academy is a private K-12 Christian school that opened in September 2017 with 29 students spanning the four to 18 years age range. By the end of the 2017-18 academic year the roll had increased to 52 students, and in 2018-19 it reached 67. There are now 76 on roll with capacity for 86 students.

For the purposes of the inspection report the school was organised into three phases:

- Early Years / Kindergarten – K5
- Elementary school – Grades 1 to 6
- High school – Grades 7 to 12

The school follows the Accelerated Christian Education curriculum from Grade 1 to 12. The curriculum is delivered through the completion of a series of workbooks. The workbooks are divided into a series of work texts called Packets of Accelerated Christian Education (PACEs) and students are expected to complete 12 PACE booklets each year for each subject (English, mathematics, science, bible studies and social subjects). The expectation is that students should progress through the materials at their own pace and not be held back by others in the class. When the students have completed a series of activities and 'check ups', the student is required to complete a self-test. This assesses the students' mastery of the topic content. This is followed by a PACE test graded by the teacher. Successful completion of a PACE test is required before progression to the next level of PACE materials. Most students are expected to complete approximately 70 PACE booklets per year. The teacher's role was as a 'facilitator' to provide guidance and direction, with the prime goal to promote students' independence and responsibility for learning.

In the early years the school followed the Abeka Early Years Curriculum and Cayman Islands Early Years Curriculum Framework.

The Principal is a recent appointment and commenced duties in July 2019.

Key strengths

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

- Student's behaviour for learning in the elementary and high school was good due to the high expectations of staff and a well-structured rewards and consequences system based on the school's Christian values.
- Effective links with parents have been secured through regular two-way communication and the reporting of students' progress and this impacted positively on the education of students.
- The newly established leadership has successfully opened a brand-new school with a strong and palpable Christian ethos, which was providing parents with a caring and nurturing environment in which students can learn.

Recommendations

The inspection identified the following priority areas to improve:

1. Raise attainment in the core subjects of English, math and science by:
 - reviewing the science curriculum to include practical working, so that scientific skills and understanding increase in difficulty over Grades 1 to 12;
 - investing in science resources to enable students to develop their numeracy, reading and writing in a scientific context;
 - improving student-led enquiry and research skills;
 - reviewing science booklets to ensure accurate teaching of subject knowledge;
 - ensuring the mathematics curriculum is aligned with international expectations in each grade;
 - improving reading standards across the school by increasing access to resources and teaching analysis of texts;
 - Extending opportunities for extended and creative writing.
2. Improve teaching by:
 - using the specialist core subject teachers to lead and plan a professional development programme in core subject teaching for the whole staff;
 - ensuring teachers use students' self-tests so that misconceptions in learning can be identified;
 - strengthening teacher-student interactions in Grades 7 to 12 by planning learning activities that engage and enthuse students in addition to using PACE booklets

- using higher order questions that require students to think critically and creatively about their PACE learning.
3. Improve the curriculum by:
- planning the continuity and progression of non-core subjects from Grades 1 to 12
 - increasing curriculum time for 'Beyond PACE' to allow for deeper understanding of local and global issues, environmental awareness and literature critique;
 - consistently implementing the Abeka and Cayman Islands Early Years framework into the K5 class;
 - planning learning activities that improve students' collaborative, speaking and listening skills;
 - defining the honour roll curriculum expectations to ensure greater challenge;
 - improving the extra-curricular programme for students;
 - enhancing curriculum time for reading, so that students develop a love of reading.
4. Improve the support and guidance for students by:
- developing the support and guidance for careers and university;
 - introducing a clear protocol for the identification, planning and monitoring of students who have special educational needs.
5. Improve self-evaluation and improvement planning by:
- ensuring that the school board meets regularly to monitor and evaluate all the performance standards in the inspection framework;
 - the school board regularly monitoring student attainment and progress by subject and phase;
 - developing a tracking system to identify students falling behind;
 - the board and principal identifying priorities for improvement, creating detailed action plans and monitoring their impact.

Summary

Overall Evaluation - Weak

Calvary Baptist Christian Academy was judged to be weak. This was because there were serious weaknesses in students' attainment in all core subjects and progress in science. The quality of teaching, self-evaluation and improvement planning were also weak.

The school had two good judgements which were:

- students' behaviour for learning and;
- links with parents.

The majority of inspection judgements were judged to be weak. These included:

- attainment in English in both the elementary and higher phases, and in mathematics and science across all phases;
- progress in mathematics at Kindergarten and in science across all phases;
- teaching, because class teachers were not using assessment to check students' understanding or intervene when students had misconceptions;
- students' learning as they had too few opportunities to work collaboratively to develop their problem solving, teamwork and critical thinking skills;
- the curriculum, which was not broad and balanced because of the lack of planned approaches to lessons beyond the PACE booklets and the limited extra-curricular activities on offer;
- leaders' self-evaluation and improvement planning because it was not aligned with the Cayman Islands government inspection framework and lacked a detailed action plan.

Achievement

Students' attainment in relation to international standards	Kindergarten	Elementary	High
Attainment in English	Satisfactory	Weak	Weak
Attainment in mathematics	Weak	Weak	Weak
Attainment in science	Weak	Weak	Weak

Attainment in English was weak overall. In the early years it was satisfactory. Most Kindergarten students could read at an appropriate level and demonstrate their ability to read age-appropriate words using blending and sounding out techniques while reading from sight. Most Grade 1 students understood the content of PACE booklet text and were able to recall incidents when questioned. The school's data showed that attainment in the elementary and high school was weak because only a minority were performing at an age-related level. In the elementary school a minority of students could produce extended writing with a range of punctuation and vocabulary in line with expectations. In high school, only a minority of students could analyse a text and explain why an author used writing devices. As a result, students reading and writing skills were below international standards.

Attainment in mathematics was weak in all phases. The school's own data showed that only a minority of students were working at the expected 'PACE' grade across the phases. In the Kindergarten, few children were able to add single digit numbers together up to five and only a minority could tell the time to the hour. Very few could count confidently beyond 10 or count down to zero. In the elementary classes, only a few students could execute long multiplication and division. In junior high years students attained well below age-related expectations in books because only a few could apply their number skills to new problems. In the high school, only a few could expand algebraic expressions, solve equations or apply their learning to unknown contexts.

Attainment in science was weak in all phases. The schools own attainment data showed that only a minority of elementary and high school students were working at the expected PACE grade level for their age. In Kindergarten, only a few were able to explain what they had observed following a school trip. Across the elementary school phases, only a few students were able to develop and test hypotheses. In the high school none of the students could carry out an investigation independently or measure accurately using a wide range of units such as, for example, volts or Newton's. None of the high school students could describe how to create an appropriate scale for a graph from recorded data. As a result, few high school students could apply their subject knowledge to formulate conclusions.

Students' progress in key subjects	Kindergarten	Elementary	High
Progress in English	Satisfactory	Satisfactory	Satisfactory
Progress in mathematics	Weak	Satisfactory	Satisfactory
Progress in science	Weak	Weak	Weak

Progress in English across all three phases was satisfactory. Most students in the Kindergarten made satisfactory progress in lessons from their starting points, but only a few exceeded their expected age-related level in reading. Most students in Kindergarten improved their speaking and listening skills during phonics lessons at a satisfactory rate in lessons. Most students in the high school were new to the school and despite their attainment in English being low, they were making satisfactory progress because most were completing at least three PACE booklets every nine weeks. A few students had support for spelling which was improving their spelling of single words effectively but few could use these words in extended sentences. Students whose English was a second language were making satisfactory progress because they received appropriate help from a bi-lingual mentor and followed an individualised phonic booklet.

In mathematics, progress was weak in the Kindergarten but satisfactory in the elementary and high school grades. Inspectors found little work in Kindergarten folders and there was a repetition of easy work. In the elementary and high school, school data showed that most students were making expected rates of progress towards meeting their target of 12 PACE booklets in a year. Most elementary students could consolidate their knowledge and understanding of number by describing monetary denominations and how to work out change. Most students were able to make estimations and round numbers to the nearest 100 and 1000. This supported students' ability to gauge the reasonableness of their answers. In the high school, most students worked well independently and could find the area and perimeter of rectilinear shapes and some simple polygons. A few could solve equations and inequalities which prepared them adequately for the next stage of their education.

Progress in science was weak in the Kindergarten, elementary and high school. Only a few students were able to recall and apply scientific concepts and processes to an age-appropriate standard. A minority of students were able to discuss at any length those aspects of scientific vocabulary they had been studying, make connections with their prior learning or predict what might happen if they applied their knowledge to the real world. In the elementary and high school, students found it difficult to explain in any depth the concepts such as the forces of air on an object in aerodynamics or the impact of white light on a prism. High school students were still developing their understanding of how to plan and organise a fair test when they were designing a catapult. Students' scientific knowledge and understanding did not progress throughout the school nor demonstrate the application of scientific concepts learnt.

Students' personal and social development

Promoting students' personal and social development	Kindergarten	Elementary	High
Positive behaviour for good learning	Satisfactory	Good	Good
Students' civic and environmental understanding	Satisfactory	Satisfactory	Satisfactory

Students' behaviour for learning was judged to be good in the elementary and high school but satisfactory in the Kindergarten. The strong Christian ethos of the school had led to high expectations for behaviour which were reinforced by an effective rewards and consequences system. The Christian teachings of the school ensured that students understood right from wrong, forgiveness and kindness. Almost all students were polite and respectful in their interactions with adults and peers and followed the school's uniform policy. Relationships between students and their teachers were positive in the elementary grades and high school but in Kindergarten routines were not strong enough, so behaviour was inconsistent. Attendance was good because it was above 96% in all phases.

Student's civic and environmental understanding in all phases was satisfactory. Most students were developing their understanding of national identity and awareness of Caymanian local traditions and heritage through social studies lessons, visits and initiatives. During a recent heritage week, students had participated in demonstrations of thatch weaving and local games. Elementary and high school students could identify national icons featuring on the coat of arms and explain why they were representative of the Cayman Islands. All students regularly attended devotion and had good understanding of the Christian faith through Bible studies. Students took part in organised competitions and events including Inter-school sports, NCFA and the spelling bee. Only a minority had taken part in charity fundraising activities such as car washes but almost all had attended a field trip to the local library, turtle farm or museum. Only a minority of students sang the National Song regularly. They had limited awareness of important environmental issues beyond plastic pollution. Only a few students took leadership roles in school.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Kindergarten	Elementary	High
Teaching	Weak	Weak	Weak
Learning	Weak	Weak	Weak
Assessment	Weak	Weak	Weak

Teaching was weak across all phases because only a minority of lessons observed were judged to be of satisfactory quality. A minority of teachers had sufficient subject knowledge to support their students' progress, particularly in the high school. Kindergarten teaching was weak as teachers lacked a thorough grasp of how young children learn best. As a result, a minority of students said their lessons were sometimes dull and mundane. Teachers' questioning techniques were underdeveloped so students were unable to deepen their understanding or tackle more difficult questions successfully. In the elementary and high school, teachers did not plan effectively to meet the needs of all students, relying too heavily on the PACE books alone. More able students spent too long undertaking work they found easy and repetitive. Conversely, those students with special educational needs fell further behind because they were reluctant to ask for help. A majority of students stated that they sometimes changed subject booklets when they were stuck. Mathematics intervention teaching was effective, and students reported that the teacher clearly explained their mistakes and supported their progress. The teaching of other subjects was weak overall. Art lessons lacked challenge because students were cutting out template rather than being creative. The music and physical education lessons were not being delivered due to staffing issues.

Learning was weak across all phases. Few students were able to participate in sufficient practical activities or use of information technology for learning. For example, in science very few students discussed and debated their findings. Teaching time for developing new learning skills was limited because too much lesson time was spent in isolation reading content from workbooks. Teachers did not plan sufficient time for students in the elementary and high school to develop their critical thinking skills, particularly in mathematics and science. This was because tasks and questions in the PACE booklets lacked challenge for the most able students. There was little scope for students to investigate or apply their learning to unknown contexts because most activities had one-word answers. Almost all students were managing their own learning through PACE booklets and knew their strengths and weaknesses after the self-tests but misconceptions were not identified in self tests. Although most students worked independently the repetitive nature of the PACE booklets limited the amount of new facts and methodologies students could learn.

Assessment was weak across all the phases. Kindergarten children were assessed and given letter grades to reflect their emerging skills. However, the assessed skills did not always reflect all of the areas of the Cayman Island Early Years Curriculum Framework . In the elementary and high school, students checked their own work and teachers used the PACE assessment

and recording system to track students' progress. There was little scope for teachers to make their own professional judgement beyond the summative assessment regime. As a result, assessment was rarely used to identify misconceptions or modify teaching to ensure that work matched students' needs. Only a few teachers used PACE test data or end of booklet test results to inform their future planning. Retention and recall of knowledge were assessed from PACE books but there was limited assessment of skills or their application. While the PACE booklets had been mapped against age-related criteria, no analysis had been made by phase or subject to assist leaders in knowing the proportion of students not achieving age-related expectations.

Curriculum

Offering a curriculum that meets the educational needs of all students	Kindergarten	Elementary	High
Curriculum	Satisfactory	Weak	Weak

The curriculum was weak in elementary and high school but satisfactory in the Kindergarten. Students in the elementary and high school followed the PACE curriculum in math, English, science and social studies. They did not receive wide enough learning experiences in other curriculum areas. Students had no structured opportunity to choose books or share and critique their reading experiences. Students lacked opportunities for practical science experiments during lessons. They participated in a limited range of extra-curricular activities or had insufficient access to technology to support learning.

Students experienced few cross-curricular links, made insufficient connections between learning or developed their critical thinking skills. Students enjoyed interesting field trips including, for example, visits to the Turtle Farm and local museums. They also participated in fund-raising activities. Subjects such as PE, music and art were offered in the afternoons as breakout sessions on certain days. However, due to staffing issues these activities were not available to students at the time of the inspection. The Abeka early years curriculum was not implemented rigorously by teachers so there was a lack of alignment with the Cayman Islands Early Years Framework.

Safety and support

Keeping our students safe and always supported	Kindergarten	Elementary	High
Health and safety	Satisfactory	Satisfactory	Satisfactory
Support and guidance	Weak	Weak	Weak

Across the school arrangements for health and safety were satisfactory. The principal had recently introduced revised fire evacuation procedures that included a well-planned fire evaluation drill. Staff were diligent in ensuring that the building was clean, well-maintained and secure to provide a safe environment for learning. This included the provision of fire extinguishers and secure access to the school building. Staff monitored student movement throughout the day and safety procedures during bus transport were effectively managed. Some rooms were limited in size and did not have natural light. Most staff were trained in child protection procedures and policies were followed effectively. There were limited health promotion strategies in the school through PE and science lessons and the school had access to a nurse through an 'on call' arrangement.

Support and guidance were weak across all phases of the school. Staff were very caring regarding the emotional and spiritual welfare of their students. However, the school did not have a sufficiently rigorous system in place to identify, manage, monitor and evaluate the needs of students, particularly to identify those with specific learning difficulties. It relied on external assessments provided by parents and was not consistent in analysing the advice gained to ensure that teachers had the appropriate skills or provided a range of strategies to meet students' varying needs. Students did not receive sufficient careers advice, particularly at the high school phase to help them make appropriate academic and vocational choices. While the Pastor and Principal had an open-door policy there was no college counsellor to support students in their decision making.

Leadership and management

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

Leadership of the school was judged to be satisfactory. The school board had established and grown a new school that parents valued, and where students were motivated to learn. Almost all stakeholders showed their commitment to the school's Christian values. The recently appointed principal has effectively established a safe school environment where student behaviour was good as were links with parents. More recently he has demonstrated a good knowledge of the schools' strengths and weaknesses. The school board has a range of skills and experiences that enabled it to support finance, HR, premises and educational aspects of the school. However, they had not adequately provided sufficient curriculum resources for reading, science or the arts. Middle management was weak because the specialist teachers for the core subjects do not have a plan or time to work with other teachers to raise standards. Leadership of the special educational needs strategy was weak.

Arrangements for improvement planning and self-evaluation were weak. This was the school's first inspection since opening and the new leadership was not systematically monitoring or evaluating the school. The recently appointed principal had just developed a framework for self-evaluation and improvement planning, but it was not aligned closely enough to the Office of Education Standards inspection framework. There was also a lack of detailed improvement plans in place that target agreed priorities. The board did not benchmark students' attainment and progress against international standards for English, mathematics and science. There had not been a comprehensive review of the PACE curriculum against international standards and consequently, student achievement was weak across all three phases in mathematics and science and at the elementary and high school phases in English.

The links with parents and the community were good. Parents were overwhelmingly supportive of the work of the school's ethos and methodology. Communication between home and school was highly effective with weekly reports of progress and e-mails home. Consequently, almost all parents said they were well informed about their child's progress through the PACE report cards and test scores. Parents reported that their children's motivation to learn was high. The students gained an adequate understanding of Caymanian culture from the links the school enjoyed with the community and especially the Calvary Baptist Church. However, at the time of inspection these links were not leading to good standards of achievement.

Staffing and the learning environment were judged to be weak. The buildings were well maintained, clean and provided a safe environment for learning. However, not all teaching staff

held suitable educational qualifications. Resources for learning in English and science were weak because of a lack of science laboratories, a library or good quality reading books.

Survey results

Thirty-one parents, five teachers, nine support staff and only 11 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Almost all parents agreed that their children were making good progress in English, mathematics and science. Additionally, almost all stated that their children were developing a good sense of responsibility as a member of the wider community and thought that their children had developed a good understanding of the environment. Almost all parents thought the quality of teaching was good and all parents agreed that reports were regular and informative. The majority of parents agree that provision for extra-curricular opportunities was good. Whilst a lower proportion of parents agree that the behaviour of students was good and that the school dealt well with bullying, this was still the majority. The majority of parents believe that support for students with SEN was good. Parents' comments about the school were mostly positive with particular praise for the high aspirations of the school.

The majority of staff were from overseas and most had worked at the school for less than one year. All staff agreed that behaviour, explaining next steps in learning, safety, fairness, staff CPD and the overall quality of education were good. Almost all staff agreed that assessment, healthy lifestyles, anti-bullying strategies and careers advice were good at the school. Most staff felt that environmental awareness, leadership and improvement planning were good. A majority of staff felt that SEN support, teacher-parent meetings, parent involvement, teaching resources and the quantity of qualified staff was good. Only a minority of staff felt the extra-curricular programme was good. There were nine comments from staff, almost all were positive with only one negative comment.

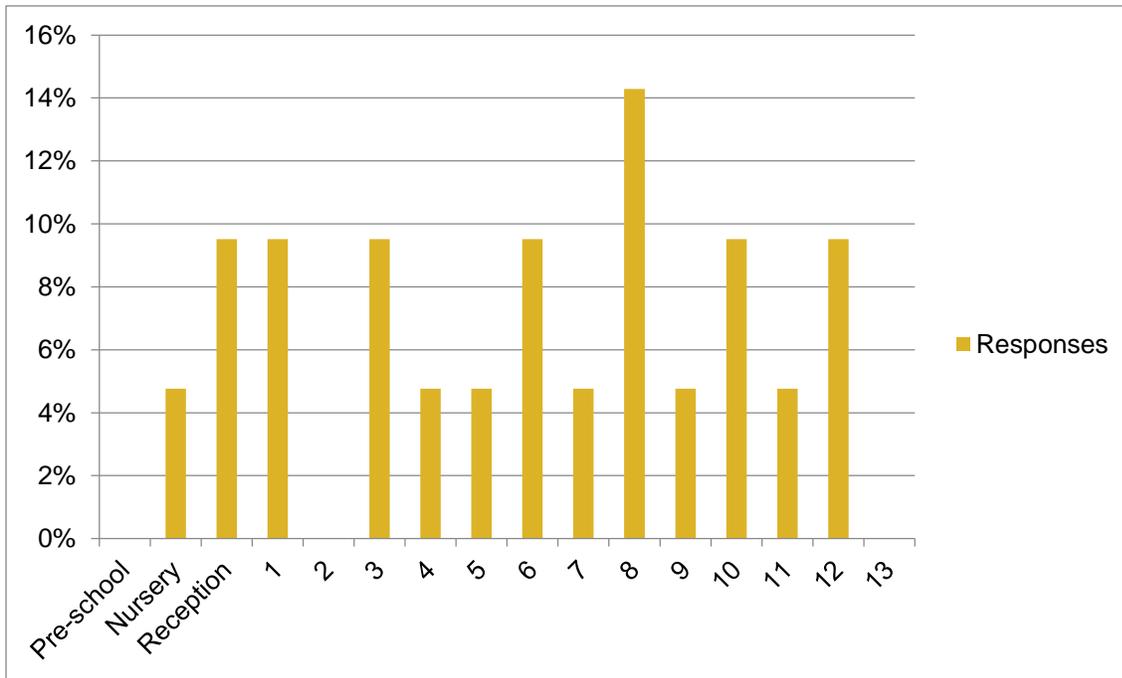
All students agreed that progress in English, mathematics and other subjects was good. As was the student's enjoyment of school, quality of lessons, the help provided by teachers, how students next steps were explained. All agreed that the school was safe. Almost all students agreed that the following aspects were good; progress in science, behaviour, homework provision, fairness, leadership, reporting home, educational resources and the quality of education were also thought to be good. Most students felt that environmental awareness, healthy lifestyles, bus transport, anti-bullying, careers choices, improvement planning, leader's response to concern and the provision of qualified staff were good. Only a majority of students felt that wider community links and the extra-curricular programme were good. There were four comments from students, all were positive.

What happens next?

As the inspection judged overall progress to be weak, there will be a follow-through inspection within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?



Response	Count
Answered	21
Skipped	0

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

Response	Percentage	Count
Less than one year	45%	9
More than one year but less than three years	50%	10
More than three years	5%	1
	Answered	20
	Skipped	1

What is your nationality?

48%

Caymanian

52%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	76%	16
Agree	24%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	21
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	57%	12
Agree	38%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	21
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	52%	11
Agree	43%	9
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	21
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	67%	14
Agree	29%	6
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	21
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	55%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25%	5
Agree	70%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	60%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	50%	10
Agree	45%	9
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	55%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	55%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	10%	2
Agree	60%	12
Disagree	25%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	32%	6
Agree	63%	12
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	60%	12
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	60%	12
Agree	40%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	50%	10
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	37%	7
Agree	37%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	26%	5
	Answered	19
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	50%	10
Agree	50%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	40%	8
Agree	35%	7
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	4
Agree	55%	11
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25%	5
Agree	35%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	40%	8
	Answered	20
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	45%	9
Agree	45%	9
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	4
Agree	70%	14
Disagree	10%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	42%	8
Agree	58%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	70%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	55%	11
Agree	45%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	25%	5
Agree	75%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	30%	6
Agree	40%	8
Disagree	15%	3
Strongly Disagree	5%	1
I am unsure or unable to answer the question	10%	2
	Answered	20
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	15%	3
Agree	55%	11
Disagree	15%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	3
	Answered	20
	Skipped	1

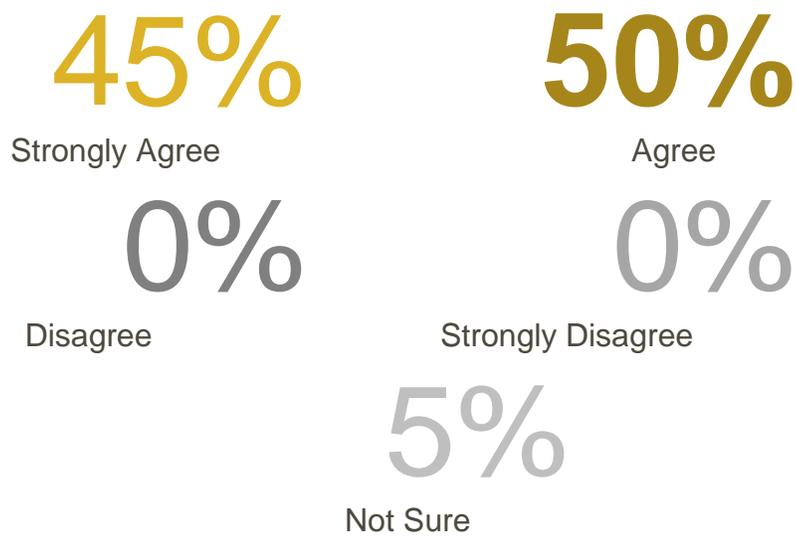
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	35%	7
Agree	55%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	20
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40%	8
Agree	55%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	20
	Skipped	1

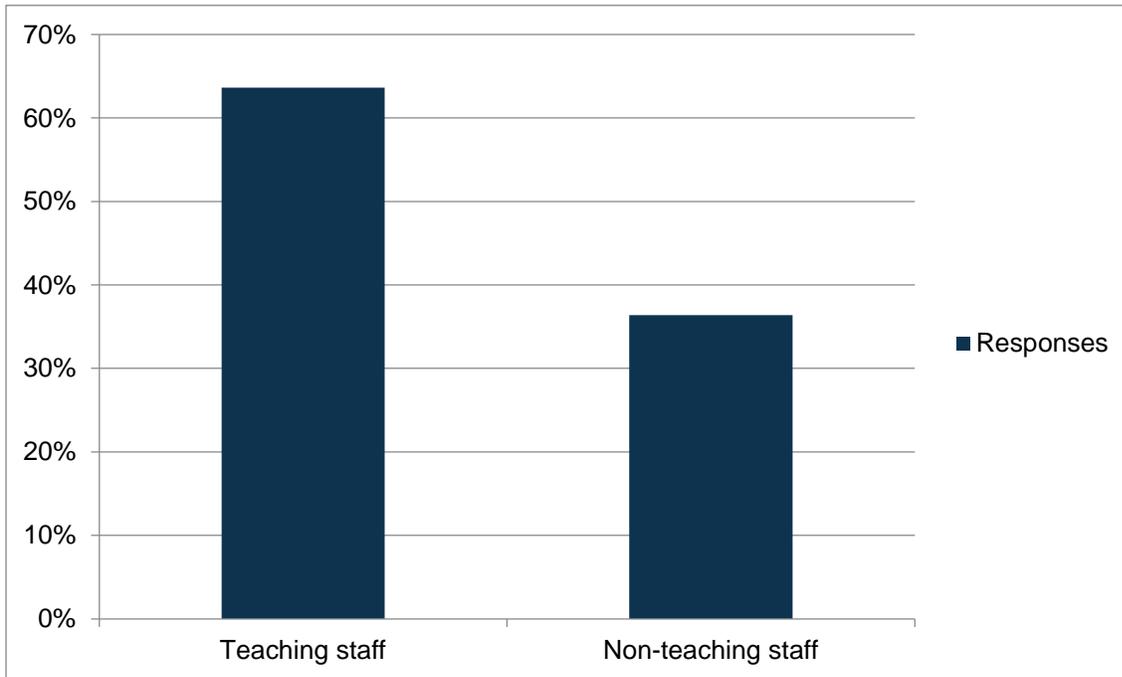
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	20
Skipped	1

Office of Education Standards | Staff Survey 2020

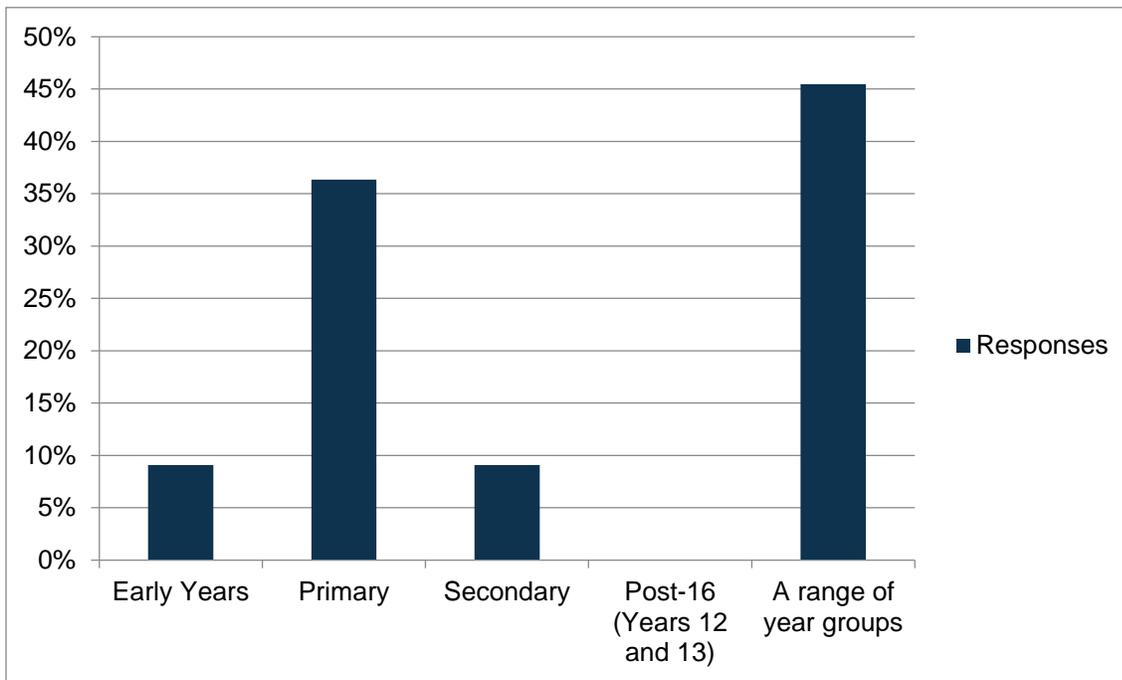
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	64%	7
More than one year but less than three years	18%	2
Three years or more	18%	2
	Answered	11
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

55%

Caymanian

45%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	90%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	40%	4
Agree	40%	4
Disagree	20%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	20%	2
Disagree	50%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	30%	3
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	60%	6
Agree	40%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

The school helps students to choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	70%	7
Agree	20%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	80%	8
Agree	20%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	70%	7
Agree	20%	2
Disagree	0%	0
Strongly Disagree	10%	1
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	50%	5
Disagree	30%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	40%	4
Disagree	10%	1
Strongly Disagree	10%	1
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	33%	3
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	89%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	22%	2
Agree	44%	4
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	Answered	9
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	67%	6
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	Answered	9
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	56%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	33%	3
	Answered	9
	Skipped	2

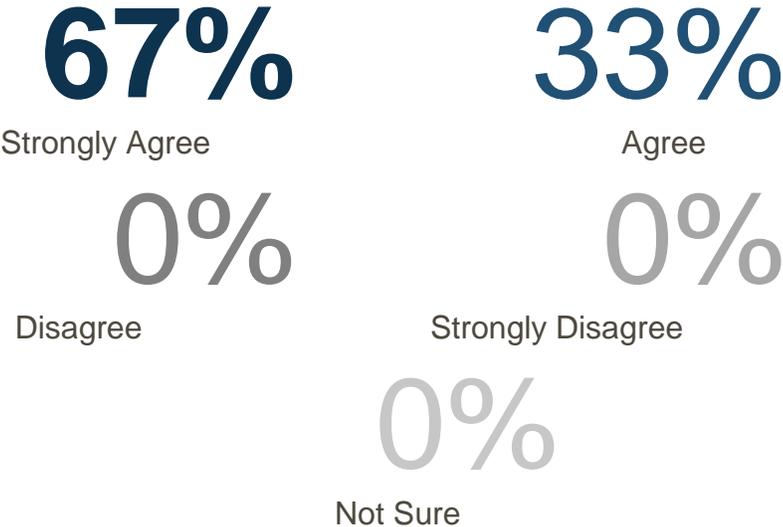
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	22%	2
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	67%	6
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	9
	Skipped	2

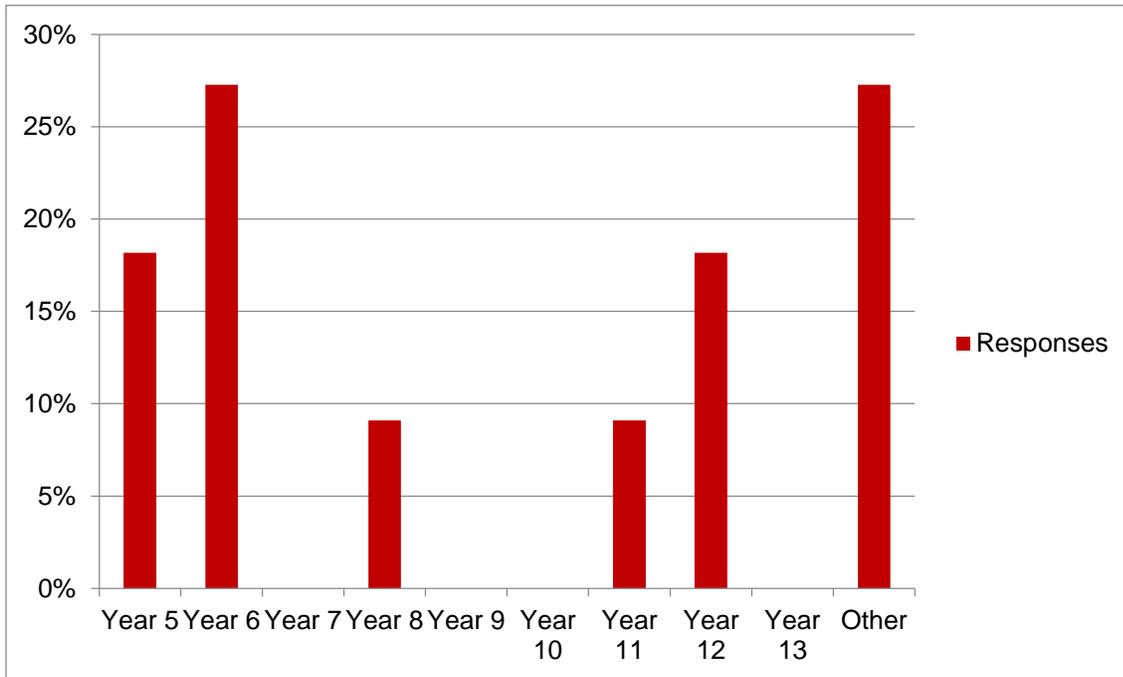
Overall, this school provides a good quality of education.



Response	Count
Answered	9
Skipped	2

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

45%

Caymanian

55%

Non-Caymanian

Please state your gender.

73%

Boys

27%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	60%	6
Agree	40%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	50%	5
Agree	50%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	50%	5
Agree	40%	4
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	60%	6
Agree	40%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	70%	7
Disagree	20%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	50%	5
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	40%	4
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	40%	4
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

My teachers help me understand how well I am doing in my schoolwork.

Response	Percentage	Count
Strongly Agree	60%	6
Agree	40%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	10%	1
Agree	60%	6
Disagree	30%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	10%	1
Agree	90%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	40%	4
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	40%	4
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	50%	5
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	22%	2
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	2

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	70%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40%	4
Agree	40%	4
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	20%	2
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	3
Agree	44%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	Answered	9
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	1
	Answered	10
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	11%	1
Agree	67%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	22%	2
	Answered	9
	Skipped	2

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	20%	2
Agree	60%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	20%	2
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40%	4
Agree	50%	5
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30%	3
Agree	40%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	30%	3
	Answered	10
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	22%	2
Agree	56%	5
Disagree	11%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	1
	Answered	9
	Skipped	2

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	30%	3
Agree	60%	6
Disagree	10%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	10
	Skipped	1

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

40%

Strongly Agree

60%

Agree

0%

Disagree

0%

Strongly Disagree

0%

Not Sure

Response	Count
Answered	10
Skipped	1

Office of Education Standards

Who are we and what do we do?

The Office of Education Standards is part of the Portfolio of Civil Service within The Cayman Islands Government. Our function is to inspect early childhood care and education centres, public and private schools and report upon standards in all educational institutions in The Cayman Islands.

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

