



FOLLOW-THROUGH INSPECTION REPORT

CLIFTON HUNTER HIGH SCHOOL

OFFICE OF EDUCATION STANDARDS
NOVEMBER 2019

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Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the previous inspection. 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 were invited to comment upon the work of the school by completing an on-line survey. The results from the surveys are included within this report.

Follow-Through Inspections of Clifton Hunter High School

The first Follow-Through Inspection of the school took place in March 2019. The second Follow-Through Inspection of Clifton Hunter High School took place from 20th to 22nd November 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
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%

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by Clifton Hunter High School in addressing the six recommendations from the previous inspection report of 2018/19.

The inspectorate judged that there has been **weak** progress overall.

Context

This second follow-through inspection of Clifton Hunter High School took place in November 2019, three months after the beginning of the new academic year. There had been a number of important changes to the staffing of the school following the last follow-through inspection, which had taken place in March 2019. A new Principal and Deputy Principal had commenced duties in August 2019 and there had been a renewed focus across the school upon improving students' attitudes to learning and ensuring a positive ethos in the school.

Within school assemblies and tutorial sessions there was a greater focus on respect. This emphasised the importance of mutual respect between staff and students as well as the essential characteristics of good behaviour as identified within agreed school rules and behaviour code. The content of tutorial group lessons and school assemblies were planned with greater coherence and with due reference to agreed priorities identified by senior leaders and the pastoral team. During this inspection a school assembly in Year 7 was observed, for example, and students took leadership roles explaining the pros and cons of the proposed new cruise port initiative. Behaviour and attitudes to learning in the assembly were noted to be good.

In addition, during this inspection, the wider leadership team including the Deputy Principals, Learning Mentors and Teaching and Learning Co-ordinators, were observed to have a greater role in supporting initiatives. For example, performance management observations of teachers were undertaken by a wider team and more regularly, offering a more consistent and regular insight to areas of strength and weakness.

Although inspectors did identify ongoing weaknesses in the behaviour of students and in the quality of teaching in the school, there was a notable improvement in the leadership of Clifton Hunter High School. The self-evaluation information presented by school leaders was more comprehensive and generally more accurate. Heads of Department were beginning to take a more active role in supporting the review and development for their assigned subject area. The ethos of the school was positive and this was reflected in the staff survey conducted prior to this second follow-through inspection within which almost all staff agreed that the school was well led.

Recommendation 1

Improve the quality of the curriculum at Key Stage 3 by ensuring it aligns with international standards and offers greater challenge and interest for students.

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

The curriculum had a clear rationale and the Principal and other senior school leaders had mapped an effective curriculum plan that demonstrated clear progression in content from Year 7 to 11. Curriculum plans and schemes of work provided specific description of the skills, knowledge and understanding that students were expected to demonstrate. In addition, curriculum plans for mathematics, science and English reflected a strong focus on students' acquisition of critical thinking and enquiry-based skills, conceptual understanding and the application of knowledge.

The range of academic pathways including technical, vocational and mixed options, promoted choice and challenge for students. Other opportunities added breadth to the curriculum, such as the introduction of the City and Guilds examination as well as the CSEC course for English Literature at Year 9. Furthermore, an early entry programme allowed high achieving students to sit external examinations ahead of schedule.

Detailed schemes of work provided a clear structure for teaching and learning and were aligned to national curriculum standards. For each subject, key focus areas or strands were mapped termly with specific timelines to ensure logical sequence of teaching and learning. Lesson observations and work scrutiny indicated that lesson content was generally pitched at an appropriate level. However, learning activities and tasks were not always sufficiently challenging for all students. Furthermore, in a majority of lessons observed during the inspection, Inspectors noted that learning tasks were not always well matched to meet students' diverse learning needs. Nonetheless, there were positive features in the delivery of the curriculum. For example, work scrutiny indicated that students had increased opportunities for extended writing such as narrative essays, poetry, friendly letters and letters of apology were included with English sessions. In addition, the use of checklists and success criteria promoted independence in students' learning. Of note, there were increased opportunities for students to conduct research independently in lessons on different topics and to analyse and organise information in various formats.

To better support students' transition to Key Stage 3, teachers from the mathematics, science and English departments had visited feeder schools to discuss matters relating to curriculum, pastoral care and special educational needs provision. As a consequence, targeted support was planned to support students as required on entry to Key Stage 3. Within the school, a culture of self-review and forward thinking was taking shape and senior leaders should move forward with plans to review timetabling arrangements to maximise teaching time and to expand the choice of subjects at Key Stage 3.

Recommendation 2

Raise standards of achievement in all year groups in mathematics, English and science subjects.

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

In mathematics, a review of the Key Stage 3 curriculum had led to improvements to the long term and medium term plans for the subject. The curriculum had a clearer structure, which helped ensure that topics were not unnecessarily repeated and that concepts were pitched appropriately to the age and stage of different year groups and ability levels. Furthermore, there were course option revisions that allowed certification in external assessments such as City and Guild examinations. Furthermore, able students continued to be entered early into mathematics examinations, extending their qualifications in Years 9 and 11 to include qualifications in statistics and additional mathematics.

Despite these improvements, students' achievement in mathematics remained low and significantly below the expected level in external examinations. For example, in Year 11 in 2019, only around forty per cent of the students achieved at the expected level in the CXC mathematics examination. This was a decline from previous years and below the regional and international average. Achievement was also weak at Key Stage 3 because only a majority of the students achieved at the expected level in the end of year (2019) internal examinations.

During this second follow-through inspection, the latest assessment results for term 1 were available and these indicated some improvements in progress, particularly at Key Stage 4 because more students were achieving at the expected level. There was considerable variability in the quality of teaching within the mathematics department and poor behaviour by a few students in a number of mathematics sessions limited the pace of progress for all.

Students' attainment in English in the 2019 external examinations was broadly satisfactory. In addition, their attainment had surpassed the predicted achievement levels for the cohort. At Key Stage 3, students' attainment was weak because too few achieved at the expected level. Progress was better in Year 11 as students prepared for external examinations.

The senior leaders and the English department were united in a common goal to raise students' attainment in English across the key stages. At a department level, a number of strategies had been implemented including in-class support, learning tutorials and literacy interventions. Other initiatives include sustained silent reading, weekly spelling and 'word of the week' had helped improve students' vocabulary, reading comprehension and writing skills. In addition, staff made use of a range of diagnostic data and other formative and summative assessment to gather a broad range of information about students' progress over time and this successfully informed intervention strategies.

In science, students' attainment was weak because only a majority of students achieved at the expected level in the most recent integrated science examination in 2019. Around two-thirds attained Grades 1 to 3 in the recent CXC assessment and this constituted a significant improvement from the previous year. Achievement was also weak in Key Stage 3 because less than three quarters achieved at the expected level in the recent internal science assessments.

Students' progress in science was variable but best in Year 11 as students prepared for their external examinations following the assigned course work. The science team had overseen a number of initiatives, which had helped raise attainment in the most recent set of external examinations. For example, the curriculum at Year 9 had been adapted to include content which formed part of the CXC course requirements and assessments had been introduced to monitor progress prior to and during the examination course. This helped teachers identify those students at risk of not achieving at the expected level and focusing targeted support as necessary.

Recommendation 3

Improve standards of teaching and learning by introducing more effective performance management arrangements that are aligned with international standards.

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

There were improved arrangements in place to monitor the quality of teaching in the school. Since the start of the current academic year, over 100 lessons had been observed and a wider range of senior staff were now involved. The Principal planned to extend the role of Subject Leaders to gain their expertise in the evaluation of teaching within their departments. Evaluations of teaching quality were found to be broadly accurate and the new recording mechanism allowed senior leaders to identify trends in teaching across teams, matching stronger performing practitioners to those requiring support.

Inspectors attended 40 lessons during this follow-through inspection, mainly within English, mathematics and science departments. However, lessons in drama, information technology, humanities and Spanish were also observed. Inspectors judged that the quality of teaching was satisfactory or better in most lessons.

There was more consistent and effective planning for lessons because all teachers followed the agreed school format and the plans provided clarity regarding lesson objectives and success criteria. Staff shared the lesson goals with students and, in the best lessons, the students were actively involved in reviewing their success in achieving the new learning concepts, skills and understanding. Teachers demonstrated a sound subject knowledge and lesson content was pitched at the appropriate level for the different classes.

Overall, teaching required improvement in terms of the development of a greater variety of instructional strategies because, too often, teachers talked for too long and tasks were not always well matched to the diverse range of learners needs within typical lessons.

Importantly, students' behaviour remained an important weakness because the negative attitude of a few students continued to restrict the learning of their peers. In around one quarter of lessons there remained incidents of low-level disruption and the pace of learning was not sufficiently brisk due to the time required by teachers to address lateness, misbehaviour and disruption. The staff, senior leaders and most students had worked collaboratively to establish a climate of mutual respect and pride in the school. To date, not all students demonstrated sufficient pride in their school and this was reflected in the unkempt and untidy classroom environments in certain parts of the school.

Recommendation 4

In collaboration with Department of Education Services, review the school's admissions policy to decrease the proportion of students who are not in their chronological year groups.

Satisfactory progress has been made in addressing this recommendation.

Following a review of admissions practices, there had been a reduction in the number of students placed in the incorrect year group. In the current Year 7, for example, around one fifth of students were noted to be either too old or too young for the year group in reference to the current and agreed admissions policy. The percentages of students that were older or younger than their peers were significantly higher in other older year groups. For example, in the current Year 11, over forty per cent of students were either too young or too old for their year assigned group as a result of their initial admission into primary school classes prior to transfer to Clifton Hunter High School.

On examination of the data, inspectors noted that, in Years 10 and 11 in particular, a significant proportion of students were too young for their year group according to the current admissions policy. A few were around 16 months too young, for example, which meant that those students would be sitting their external examinations towards the end of Year 11 when they were significantly younger than their peers both locally and internationally.

The pastoral team at Clifton Hunter High School was aware of the variance in admissions ages and had begun to liaise with local feeder primary schools to review the current Year 6 students and prepare for students who may require additional support on admission in future years. The current Year 6 students would transfer to Clifton Hunter High School in August 2020 and the Deputy Principal with responsibility for pastoral care had planned visits for later in the academic year. Senior staff had made contact with the relevant staff at primary schools to initiate the required support for new students.

The Ministry of Education had reviewed the policy for primary school admissions and had amended the arrangements so that all students would be admitted into the Reception and later years according to the agreed, revised admission policy. In the case of students for whom English was an additional language, special arrangements were in the secondary years, made on a case-by-case basis and a few students were encouraged to repeat Year 10 to support each student's preparations for external examinations and course work. Such cases were discussed with parents in advance of admission.

Recommendation 5

Improve the accuracy of assessment practices against international standards by training teachers and monitoring closely their use of assessment to plan learning that meets all students' needs.

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

Since the last follow-through inspection, the Principal and senior leaders had engaged in a careful review of assessment strategies and practices. They had developed a whole school assessment map that demonstrated congruence among curriculum, teaching and assessment elements. Specific timelines for assessment, topics for different subjects each term, and the means of assessment were outlined. To promote students' research skills and responsibility for their learning, homework and course work were added to the summative assessment component to arrive at students' overall assessment grade at key points in the year. In addition, students completed diagnostic tests in the core subjects at the beginning of the school year and teachers used the results to inform their plans and instruction. Greater rigour was required to ensure that the test results were used effectively to improve the quality of students' learning experiences.

There was more frequent and targeted moderation in each department to help improve teachers' accuracy in marking to ensure that assessment data was accurate and reliable. In the English department for example, staff had developed exemplar pieces of work to improve the accuracy and reliability of teachers' marking. Target setting was consistent across year groups and students were involved in setting targets to ensure they took greater responsibility for their learning. However, not all students knew their current level or what level they were working towards.

There was a planned approach to evaluating and reflecting on teachers' classroom practice to improve students' learning outcomes. As a consequence, the senior leaders had conducted class visits and had developed work scrutiny checklists to monitor the quality of teachers' marking and feedback practice. Greater rigour was required in this area as inspectors noted some variability in the quality and regularity of marking. Furthermore, most teachers did not place sufficient emphasis on high presentation standards; as a consequence, some students did not demonstrate care in their work. However, in the better lessons, inspectors noted that students' workbooks were marked consistently and appropriate written feedback was given to support students in making improvement.

Overall, assessment practices were better aligned to international standards, and the senior leaders had developed a range of assessment tools to monitor and track students' progress overtime. However, most of the initiatives were recently developed and some staff still required additional support in their use as well as in the analysis and use of data to plan and improve subsequent instruction. In addition, some staff needed to use assessment data more appropriately to plan learning tasks to cater effectively for the range of ability in classes. Across

the curriculum, a range of assessment approaches had been used satisfactorily to record the progress being made by students but the data was not always meaningfully organised to show clear progression in students' learning overtime in the core subjects.

Recommendation 6

Improve teachers' skills in classroom-based behaviour management strategies to reduce low level disruption to learning during lessons.

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

Inspectors observed 40 teaching sessions as well as morning assembly, break and lunchtime arrangements during this follow-through inspection. Students' poor behaviour was evident in around one quarter of observed sessions, including break times.

Students' behaviour was weak in lessons and this adversely affected the quality of learning. Transition times remained problematic, as too many students took too long to move from one session to the next. A significant number of students were late for classes after morning break and lunchtime. This prevented teachers from making maximum use of the time available and often required repeated starts or some repetition of content at the beginning of lessons. In addition, in a few lessons, students deliberately misbehaved and teachers spent time maintaining order and were not always able to deliver the entire planned lesson content. Internal records indicated that staff had handled over eight hundred major incidents since the start of the academic year. These included behaviours such as defiance of staff, truancy, bullying and threatening of peers. Incidents were recorded appropriately and staff were vigilant in acting upon reported incidents. Nevertheless, this level of poor behaviour adversely affected the ability of staff to teach effectively and the level of support received by the school from parents was noted to be variable.

Most teachers followed the agreed disciplinary policy but not all and there were frequent incidents where staff did not de-escalate incidents effectively. Supervision arrangements also required review to ensure consistency of practice both in terms of management of the school site on a day-to-day basis and the delegation of senior staff involvement in the management of students' poor behaviour.

The school leadership team had been successful in establishing an agreed code of practice and a clear focus upon respect between students and between staff and students. This was consistently and appropriately communicated in documents, school displays and through tutorials and assemblies. To build on this, monitoring arrangements and staff consistency in implementation require ongoing development.

There had been a number of notable improvements, however, since the last inspection in relation to aspects of students' behaviour and classroom management strategies. Training for staff had been developed and was soon to be disseminated to all teachers in relation to effective de-escalation of behavioural incidents. There had been a reduction in the number of exclusions since the start of the academic year and attendance in the school had improved overall to a satisfactory level. Senior leaders had established effective links with external agencies including, for example, organisations such as the Drug Education Council to advise

students regarding important health and safety matters and thereby support their emotional and physical welfare.

Survey Results

One hundred and two parents, 73 staff and 525 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Over one hundred parents completed the survey. This represented a five-fold increase from the previous follow-through inspection. Most judged that the school offered a good range of extra-curricular activities and stated that their children were safe and well cared for by staff. However, more than a quarter of parents did not consider student behaviour to be good in the school and they did not believe that incidents of bullying were dealt with effectively. A significant proportion of parents felt that communication between home and school could be improved and expressed concern regarding the irregularity of homework in certain year groups. Although most parents judged that their children were making good progress in mathematics, this was not the case for all subjects. Overall, levels of satisfaction with the school were low.

A majority of staff completed the on-line survey in advance of the follow-through inspection. Most were teachers but ten non-teaching staff also submitted a survey. Most had worked at the school for three years or more and almost all believed that Clifton Hunter High School offered a good quality of education. Staff felt that students' behaviour was good and that the school enjoyed strong links with the local community. Around half of all staff strongly agreed that the school was well led. Staff commented positively regarding the impact of the new Principal in establishing a healthy sense of teamwork and collaboration amongst staff. However, staff believed that parents were not yet fully involved in the work of the school. The staff judged that parent-teacher meetings were not well attended and were not therefore effective in promoting positive partnerships between home and school. Staff commented upon a lack of resources and professional development opportunities, which they stated required improvement.

Over 500 students from Years 7 to 11 submitted the survey. Most felt that they were making good progress in their learning. Only one third judged student behaviour to be good and less than half felt safe and cared for in the school. Around one third did not feel confident that staff dealt well with incidents of bullying, when they occurred. A majority stated that they had not been involved in helping the school to improve and more than a third stated that the staff did not respond appropriately to their concerns. Over 300 students added comments and a significant number expressed dissatisfaction with canteen provision, costs and the school uniform. They did not feel consulted over decisions that had been made in the past but a few stated that the recent 'growth mindset' had helped establish a more positive ethos in the school.

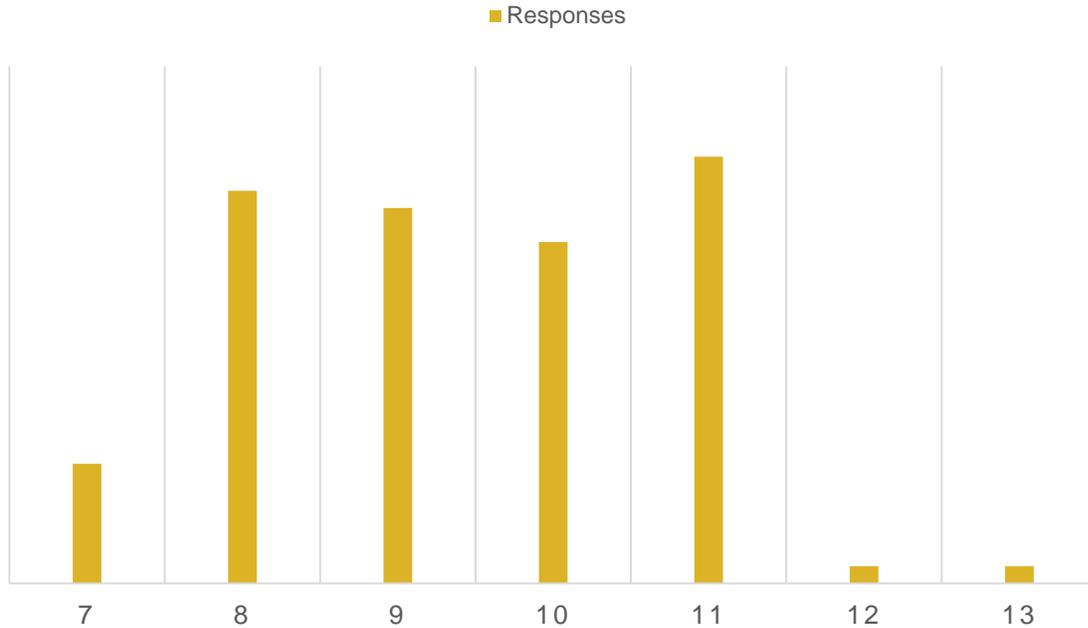
What happens next?

As overall progress has been judged as **weak**, there will be a further Follow-Through Inspection of Clifton Hunter High School six months after the publication of this report.

The school will continue to receive follow-through inspections until it either satisfactorily meets all of the recommendations from the inspection of 2018/19 or is inspected as part of the next cycle of inspections, which will commence in September 2020.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	101
Skipped	1

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

Response	Percentage	Count
Less than one year	14.14%	14
More than one year but less than three years	43.43%	43
More than three years	42.42%	42
	Answered	99
	Skipped	3

What is your nationality?

76%

Caymanian

24%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	22.22%	22
Agree	47.47%	47
Disagree	18.18%	18
Strongly Disagree	2.02%	2
I am unsure or unable to answer the question	10.10%	10
	Answered	99
	Skipped	3

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	31.31%	31
Agree	45.45%	45
Disagree	11.11%	11
Strongly Disagree	5.05%	5
I am unsure or unable to answer the question	7.07%	7
	Answered	99
	Skipped	3

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	18.18%	18
Agree	49.49%	49
Disagree	15.15%	15
Strongly Disagree	3.03%	3
I am unsure or unable to answer the question	14.14%	14
	Answered	99
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	20.00%	20
Agree	48.00%	48
Disagree	17.00%	17
Strongly Disagree	7.00%	7
I am unsure or unable to answer the question	8.00%	8
	Answered	100
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	7.14%	7
Agree	43.88%	43
Disagree	17.35%	17
Strongly Disagree	10.20%	10
I am unsure or unable to answer the question	21.43%	21
	Answered	98
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	24.49%	24
Agree	51.02%	50
Disagree	16.33%	16
Strongly Disagree	4.08%	4
I am unsure or unable to answer the question	4.08%	4
	Answered	98
	Skipped	4

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	26.26%	26
Agree	50.51%	50
Disagree	11.11%	11
Strongly Disagree	5.05%	5
I am unsure or unable to answer the question	7.07%	7
	Answered	99
	Skipped	3

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	15.31%	15
Agree	45.92%	45
Disagree	14.29%	14
Strongly Disagree	10.20%	10
I am unsure or unable to answer the question	14.29%	14
	Answered	98
	Skipped	4

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	16.49%	16
Agree	56.70%	55
Disagree	15.46%	15
Strongly Disagree	6.19%	6
I am unsure or unable to answer the question	5.15%	5
	Answered	97
	Skipped	5

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	22.45%	22
Agree	44.90%	44
Disagree	19.39%	19
Strongly Disagree	8.16%	8
I am unsure or unable to answer the question	22.45%	22
	Answered	98
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	25.51%	25
Agree	55.10%	54
Disagree	11.22%	11
Strongly Disagree	1.02%	1
I am unsure or unable to answer the question	7.14%	7
	Answered	98
	Skipped	4

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	15.31%	15
Agree	58.16%	57
Disagree	15.31%	15
Strongly Disagree	3.06%	3
I am unsure or unable to answer the question	8.16%	8
	Answered	98
	Skipped	4

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	13.40%	13
Agree	42.27%	41
Disagree	18.56%	18
Strongly Disagree	20.62%	20
I am unsure or unable to answer the question	5.15%	5
	Answered	97
	Skipped	5

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	25.26%	24
Agree	53.68%	51
Disagree	13.68%	13
Strongly Disagree	5.26%	5
I am unsure or unable to answer the question	2.11%	2
	Answered	95
	Skipped	7

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	11.34%	11
Agree	41.24%	40
Disagree	22.68%	22
Strongly Disagree	5.15%	5
I am unsure or unable to answer the question	19.59%	19
	Answered	97
	Skipped	5

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	18.56%	18
Agree	45.36%	44
Disagree	11.34%	11
Strongly Disagree	6.19%	6
I am unsure or unable to answer the question	18.56%	18
	Answered	97
	Skipped	5

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	17.71%	17
Agree	53.13%	51
Disagree	9.38%	9
Strongly Disagree	8.33%	8
I am unsure or unable to answer the question	11.46%	11
	Answered	96
	Skipped	6

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	11.34%	11
Agree	34.02%	33
Disagree	11.34%	11
Strongly Disagree	12.37%	12
I am unsure or unable to answer the question	30.93%	30
	Answered	97
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	12.50%	12
Agree	41.67%	40
Disagree	15.63%	15
Strongly Disagree	3.13%	3
I am unsure or unable to answer the question	27.08%	26
	Answered	96
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	9.28%	9
Agree	23.71%	23
Disagree	9.28%	9
Strongly Disagree	4.12%	4
I am unsure or unable to answer the question	53.61%	52
	Answered	97
	Skipped	5

The school is well led.

Response	Percentage	Count
Strongly Agree	19.57%	18
Agree	40.22%	37
Disagree	7.61%	7
Strongly Disagree	8.70%	8
I am unsure or unable to answer the question	23.91%	22
	Answered	92
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	12.09%	11
Agree	43.96%	40
Disagree	20.88%	19
Strongly Disagree	9.89%	9
I am unsure or unable to answer the question	13.19%	12
	Answered	91
	Skipped	11

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	12.09%	11
Agree	45.05%	41
Disagree	28.57%	26
Strongly Disagree	12.09%	11
I am unsure or unable to answer the question	2.20%	2
	Answered	91
	Skipped	11

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	10.87%	10
Agree	35.87%	33
Disagree	21.74%	20
Strongly Disagree	10.87%	10
I am unsure or unable to answer the question	20.65%	19
	Answered	92
	Skipped	10

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	13.04%	12
Agree	50.00%	46
Disagree	14.13%	13
Strongly Disagree	11.96%	11
I am unsure or unable to answer the question	10.87%	10
	Answered	92
	Skipped	10

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	10.99%	10
Agree	42.86%	39
Disagree	24.18%	22
Strongly Disagree	13.19%	12
I am unsure or unable to answer the question	8.79%	8
	Answered	91
	Skipped	11

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	7.69%	7
Agree	45.05%	41
Disagree	16.48%	15
Strongly Disagree	10.99%	10
I am unsure or unable to answer the question	19.78%	18
	Answered	91
	Skipped	11

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	4.40%	4
Agree	45.05%	41
Disagree	6.59%	6
Strongly Disagree	8.79%	8
I am unsure or unable to answer the question	35.16%	32
	Answered	91
	Skipped	11

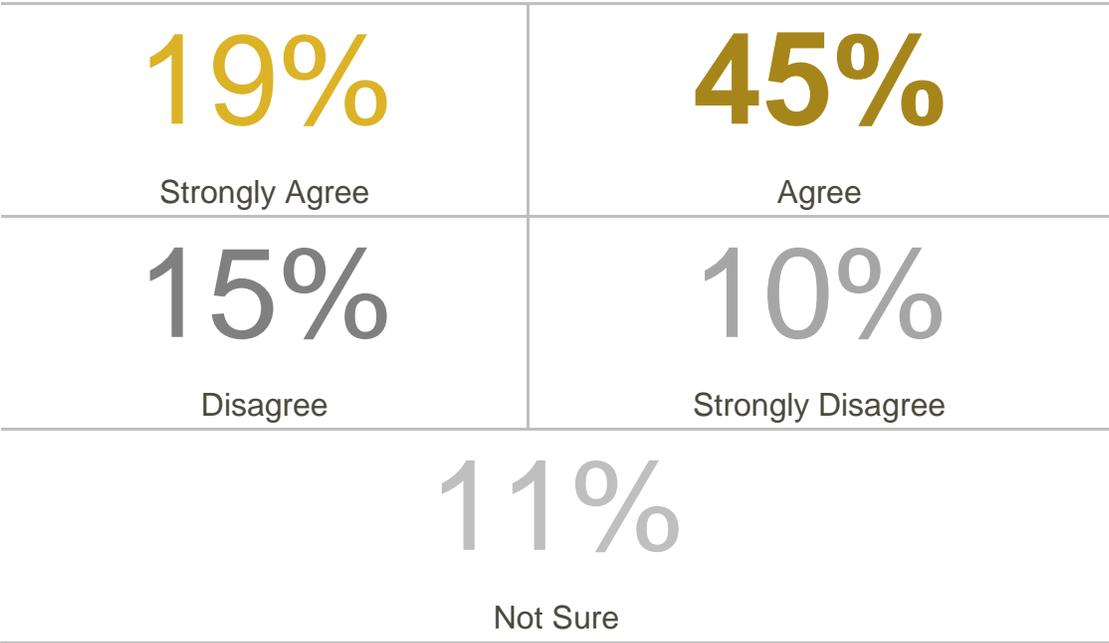
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	19.57%	18
Agree	41.30%	38
Disagree	7.61%	7
Strongly Disagree	8.70%	8
I am unsure or unable to answer the question	22.83%	21
	Answered	92
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	15.22%	14
Agree	47.83%	44
Disagree	15.22%	14
Strongly Disagree	9.78%	9
I am unsure or unable to answer the question	11.96%	11
	Answered	92
	Skipped	10

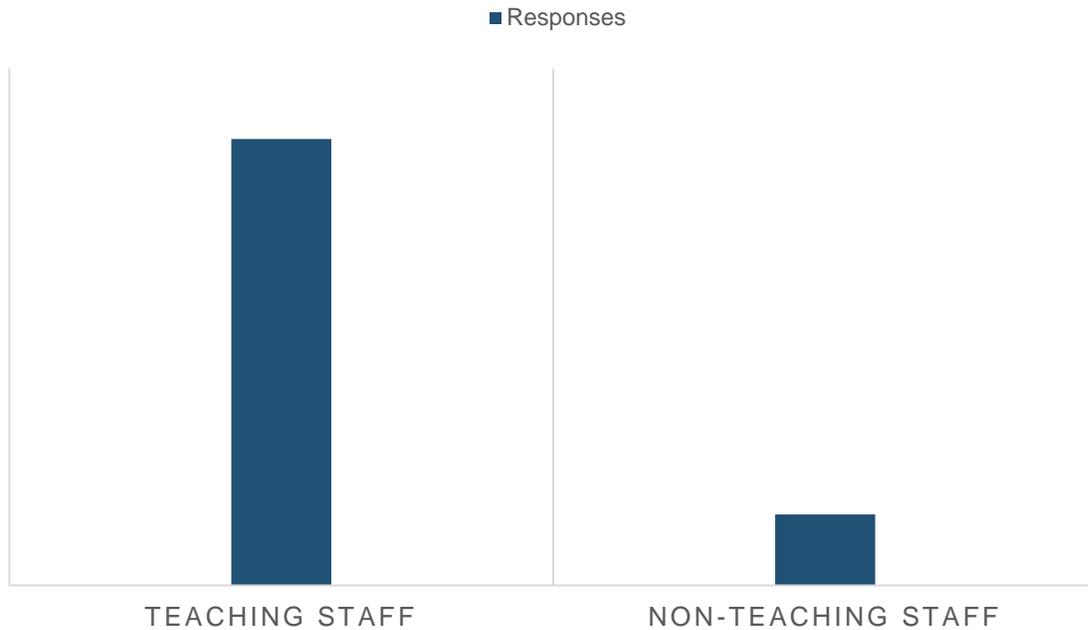
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	92
Skipped	10

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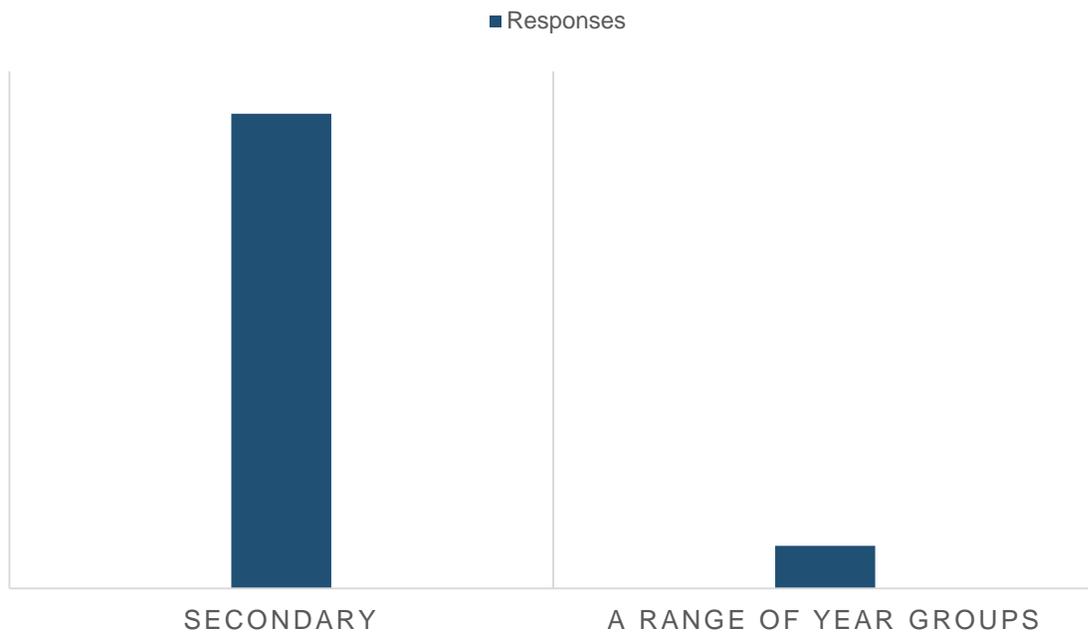
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	15.07%	11
More than one year but less than three years	15.07%	11
Three years or more	69.86%	51
	Answered	73
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

23%

Caymanian

77%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	16.67%	12
Agree	69.44%	50
Disagree	8.33%	6
Strongly Disagree	4.17%	3
I am unsure or unable to answer the question	1.39%	1
	Answered	72
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	5.63%	4
Agree	52.11%	37
Disagree	23.94%	17
Strongly Disagree	9.86%	7
I am unsure or unable to answer the question	8.45%	6
	Answered	71
	Skipped	2

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	8.33%	6
Agree	54.17%	39
Disagree	20.83%	15
Strongly Disagree	8.33%	6
I am unsure or unable to answer the question	8.33%	6
	Answered	72
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	28.17%	20
Agree	56.34%	40
Disagree	5.63%	4
Strongly Disagree	4.23%	3
I am unsure or unable to answer the question	5.63%	4
	Answered	71
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	64.79%	46
Agree	29.58%	21
Disagree	4.23%	3
Strongly Disagree	1.41%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	71
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	38.03%	27
Agree	56.34%	40
Disagree	4.23%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.41%	1
	Answered	71
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	34.78%	24
Agree	55.07%	38
Disagree	4.35%	3
Strongly Disagree	1.45%	1
I am unsure or unable to answer the question	4.35%	3
	Answered	69
	Skipped	4

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	35.71%	25
Agree	55.71%	39
Disagree	4.29%	3
Strongly Disagree	1.43%	1
I am unsure or unable to answer the question	2.86%	2
	Answered	70
	Skipped	3

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	40.58%	28
Agree	47.83%	33
Disagree	5.80%	4
Strongly Disagree	1.45%	1
I am unsure or unable to answer the question	4.35%	3
	Answered	69
	Skipped	4

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	39.71%	27
Agree	36.76%	25
Disagree	7.35%	5
Strongly Disagree	7.35%	5
I am unsure or unable to answer the question	8.82%	6
	Answered	68
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	45.71%	32
Agree	42.86%	30
Disagree	7.14%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.29%	3
	Answered	70
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	44.29%	31
Agree	47.14%	33
Disagree	4.29%	3
Strongly Disagree	1.43%	1
I am unsure or unable to answer the question	2.86%	2
	Answered	70
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	50.72%	35
Agree	39.13%	27
Disagree	2.90%	2
Strongly Disagree	1.45%	1
I am unsure or unable to answer the question	5.80%	4
	Answered	69
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	39.13%	27
Agree	47.83%	33
Disagree	7.25%	5
Strongly Disagree	1.45%	1
I am unsure or unable to answer the question	4.35%	3
	Answered	69
	Skipped	4

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	18.84%	13
Agree	47.83%	33
Disagree	18.84%	13
Strongly Disagree	4.35%	3
I am unsure or unable to answer the question	10.14%	7
	Answered	69
	Skipped	4

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	7.25%	5
Agree	34.78%	24
Disagree	31.88%	22
Strongly Disagree	5.80%	4
I am unsure or unable to answer the question	20.29%	14
	Answered	69
	Skipped	4

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	8.82%	6
Agree	39.71%	27
Disagree	30.88%	21
Strongly Disagree	5.88%	4
I am unsure or unable to answer the question	14.71%	10
	Answered	68
	Skipped	5

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	26.47%	18
Agree	54.41%	37
Disagree	4.41%	3
Strongly Disagree	1.47%	1
I am unsure or unable to answer the question	13.24%	9
	Answered	68
	Skipped	5

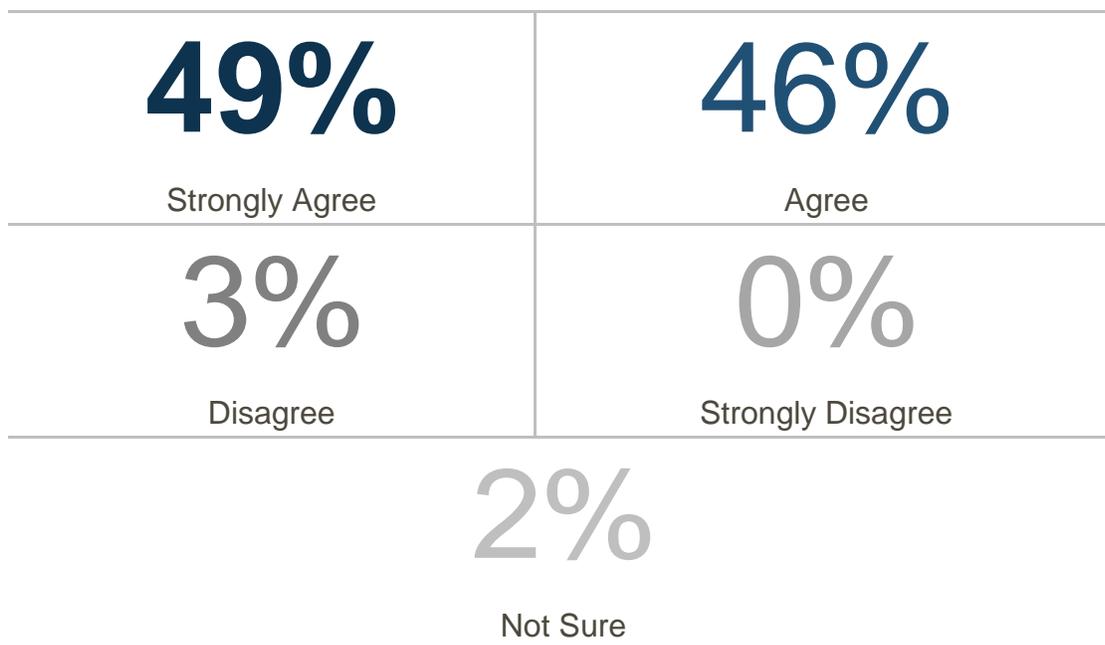
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	68.12%	47
Agree	23.19%	16
Disagree	1.45%	1
Strongly Disagree	1.45%	1
I am unsure or unable to answer the question	5.80%	4
	Answered	69
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	10.14%	7
Agree	53.62%	37
Disagree	21.74%	15
Strongly Disagree	10.14%	7
I am unsure or unable to answer the question	4.35%	3
	Answered	69
	Skipped	4

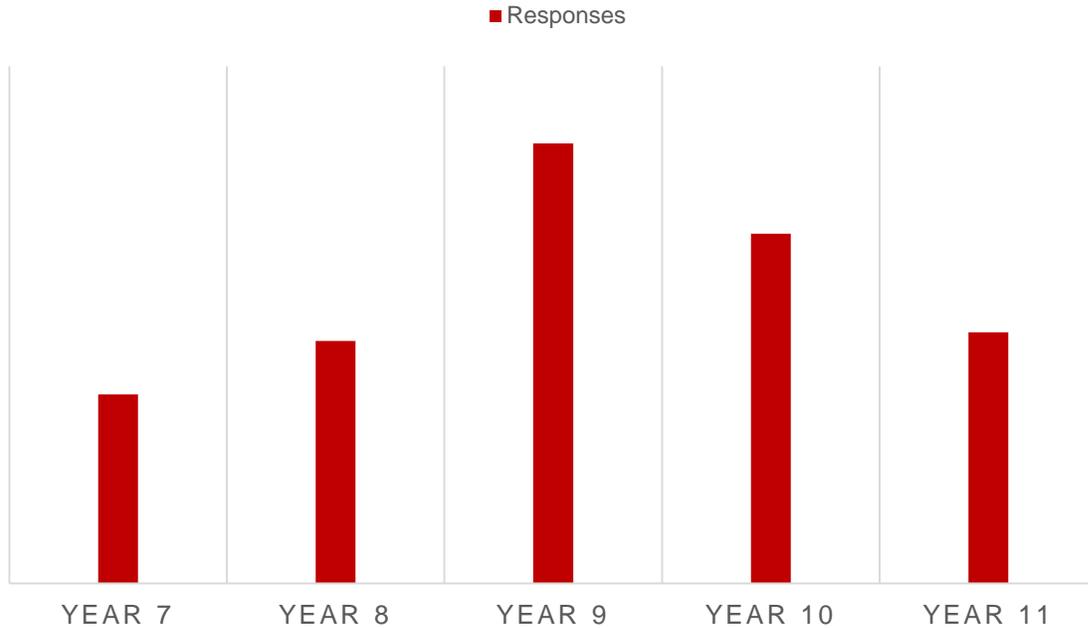
Overall, this school provides a good quality of education.



Response	Count
Answered	68
Skipped	5

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

76%

Caymanian

24%

Non-Caymanian

Please state your gender.

254

Boys

270

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	18.50%	96
Agree	60.69%	315
Disagree	8.48%	44
Strongly Disagree	3.66%	19
I am unsure or unable to answer the question	8.67%	45
	Answered	519
	Skipped	6

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	30.19%	157
Agree	49.62%	258
Disagree	10.96%	57
Strongly Disagree	3.27%	17
I am unsure or unable to answer the question	5.96%	31
	Answered	520
	Skipped	5

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	22.50%	117
Agree	48.46%	252
Disagree	15.77%	82
Strongly Disagree	2.69%	14
I am unsure or unable to answer the question	10.58%	55
	Answered	520
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	24.23%	126
Agree	61.92%	322
Disagree	5.19%	27
Strongly Disagree	1.15%	6
I am unsure or unable to answer the question	7.50%	39
	Answered	520
	Skipped	5

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	3.86%	20
Agree	31.27%	162
Disagree	33.20%	172
Strongly Disagree	17.37%	90
I am unsure or unable to answer the question	14.29%	74
	Answered	518
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	6.78%	35
Agree	31.78%	164
Disagree	33.33%	172
Strongly Disagree	12.60%	65
I am unsure or unable to answer the question	15.50%	80
	Answered	516
	Skipped	9

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	3.65%	19
Agree	23.27%	121
Disagree	40.19%	209
Strongly Disagree	21.54%	112
I am unsure or unable to answer the question	11.35%	59
	Answered	520
	Skipped	5

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	18.38%	95
Agree	64.60%	334
Disagree	10.44%	54
Strongly Disagree	3.48%	18
I am unsure or unable to answer the question	3.09%	16
	Answered	517
	Skipped	8

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	17.25%	89
Agree	52.52%	271
Disagree	18.41%	95
Strongly Disagree	4.65%	24
I am unsure or unable to answer the question	7.17%	37
	Answered	516
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	18.87%	97
Agree	49.03%	252
Disagree	17.51%	90
Strongly Disagree	6.42%	33
I am unsure or unable to answer the question	8.17%	42
	Answered	514
	Skipped	11

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

Response	Percentage	Count
Strongly Agree	24.47%	126
Agree	47.96%	247
Disagree	13.59%	70
Strongly Disagree	4.85%	25
I am unsure or unable to answer the question	9.13%	47
	Answered	515
	Skipped	10

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	20.00%	103
Agree	49.51%	255
Disagree	17.09%	88
Strongly Disagree	4.66%	24
I am unsure or unable to answer the question	8.74%	45
	Answered	515
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	22.57%	116
Agree	45.72%	235
Disagree	14.20%	73
Strongly Disagree	8.95%	46
I am unsure or unable to answer the question	8.56%	44
	Answered	514
	Skipped	11

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	21.28%	110
Agree	53.19%	275
Disagree	14.12%	73
Strongly Disagree	6.58%	34
I am unsure or unable to answer the question	4.84%	25
	Answered	517
	Skipped	8

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	8.59%	44
Agree	33.20%	170
Disagree	24.61%	126
Strongly Disagree	20.70%	106
I am unsure or unable to answer the question	12.89%	66
	Answered	
	Skipped	

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	10.35%	53
Agree	45.31%	232
Disagree	20.90%	107
Strongly Disagree	10.74%	55
I am unsure or unable to answer the question	12.70%	65
	Answered	512
	Skipped	13

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	18.16%	93
Agree	43.75%	224
Disagree	16.99%	87
Strongly Disagree	11.13%	57
I am unsure or unable to answer the question	9.96%	51
	Answered	512
	Skipped	13

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	9.57%	49
Agree	42.97%	220
Disagree	18.95%	97
Strongly Disagree	18.55%	95
I am unsure or unable to answer the question	9.96%	51
	Answered	512
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	18.82%	96
Agree	36.08%	184
Disagree	16.86%	86
Strongly Disagree	13.14%	67
I am unsure or unable to answer the question	15.10%	77
	Answered	510
	Skipped	15

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

Response	Percentage	Count
Strongly Agree	22.66%	116
Agree	55.47%	284
Disagree	8.79%	45
Strongly Disagree	5.08%	26
I am unsure or unable to answer the question	8.01%	41
	Answered	512
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	13.42%	69
Agree	42.61%	219
Disagree	14.01%	72
Strongly Disagree	6.81%	35
I am unsure or unable to answer the question	23.15%	119
	Answered	514
	Skipped	11

The school is well led.

Response	Percentage	Count
Strongly Agree	18.43%	94
Agree	47.45%	242
Disagree	14.90%	76
Strongly Disagree	6.47%	33
I am unsure or unable to answer the question	12.75%	65
	Answered	510
	Skipped	15

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	13.11%	67
Agree	45.21%	231
Disagree	21.53%	110
Strongly Disagree	9.59%	49
I am unsure or unable to answer the question	10.57%	54
	Answered	511
	Skipped	14

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	9.50%	48
Agree	38.61%	195
Disagree	23.56%	119
Strongly Disagree	13.27%	67
I am unsure or unable to answer the question	15.05%	76
	Answered	505
	Skipped	20

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

Response	Percentage	Count
Strongly Agree	22.18%	112
Agree	51.29%	259
Disagree	12.28%	62
Strongly Disagree	6.93%	35
I am unsure or unable to answer the question	7.33%	37
	Answered	505
	Skipped	20

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

Response	Percentage	Count
Strongly Agree	15.07%	77
Agree	51.27%	262
Disagree	14.68%	75
Strongly Disagree	6.46%	33
I am unsure or unable to answer the question	12.52%	64
	Answered	511
	Skipped	14

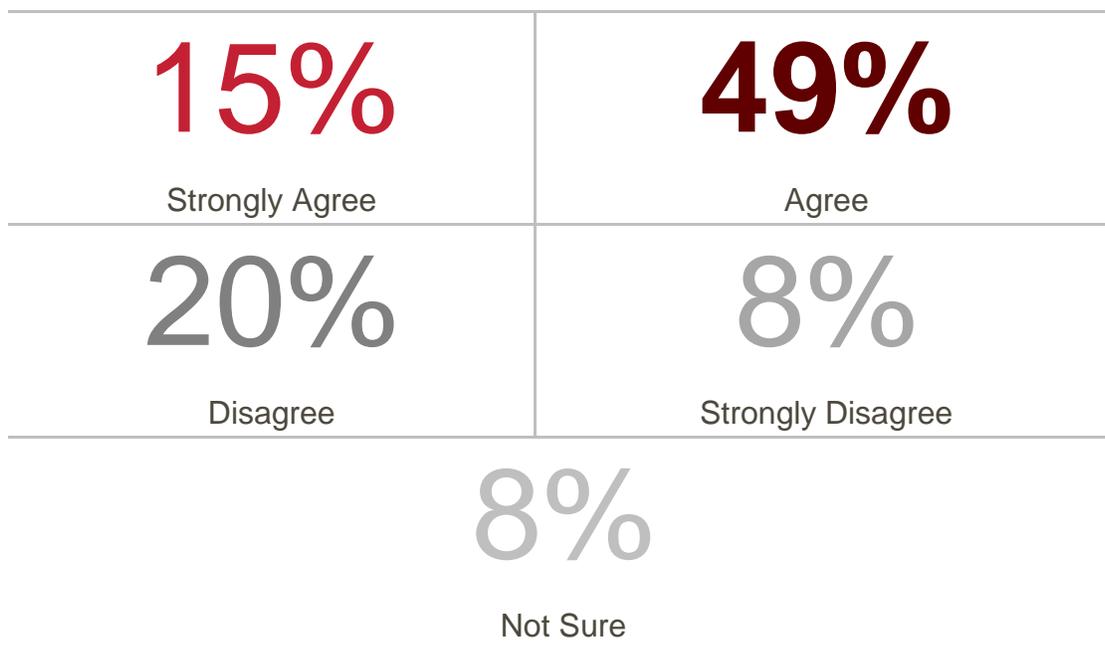
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	15.19%	77
Agree	48.52%	246
Disagree	17.55%	89
Strongly Disagree	8.28%	42
I am unsure or unable to answer the question	10.45%	53
	Answered	507
	Skipped	18

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	19.29%	98
Agree	59.06%	300
Disagree	11.42%	58
Strongly Disagree	6.30%	32
I am unsure or unable to answer the question	3.94%	20
	Answered	508
	Skipped	17

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



Response	Count
Answered	510
Skipped	15

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.oes.gov.ky

