



FOLLOW-THROUGH INSPECTION REPORT

CLIFTON HUNTER HIGH SCHOOL

OFFICE OF EDUCATION STANDARDS

March 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 (Y5 upwards) were invited to comment upon the work of the school by completing an on-line survey. The results from the survey are included within this report.

Follow-Through Inspection of Clifton Hunter High School

The Follow-Through Inspection of Clifton Hunter High School took place from 18th March to 20th March 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 in March 2019, 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 September 2018.

The inspectorate judged that there has been weak progress overall. This is because there has been weak progress in addressing four of the six recommendations in the September 2018 inspection report.

The inspectorate evaluated there had been weak progress in addressing four recommendations:

- 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
- raise standards of achievement in all year groups in mathematics, English and science subjects
- 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
- improve teachers' skills in classroom-based behaviour management strategies to reduce low level disruption to learning during lessons.

However, the inspectorate evaluated that there had been satisfactory progress in addressing two of the recommendations:

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

As a result of these findings, the school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

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 **weak** progress in addressing this recommendation.

There was a broad and balanced curriculum offered at the school in terms of the range of subjects and their time allocation. Additionally, there was evidence of Caymanian heritage and culture being planned into the curriculum. However, these events were rarely used as a stimulus for students' studies in other subjects or English.

In mathematics, more challenge had been built into the Key Stage 3 curriculum, bringing it more in line with international standards and increasing students' interest. There was some evidence of improvement in the quality of the curriculum in science in Key Stage 3, through better sequencing of the teaching of key scientific skills but its implementation required further work.

In English, the school had mapped the curriculum content to ensure that the Key Stage 3 learning activities became more challenging as they moved through the years; however more work was required to ensure that this was happening in classrooms. Too much work in books was worksheet or comprehension based and was not challenging enough for most students. While there was some transition work being undertaken with primary schools, more could be done to ensure smooth progress for Year 6 students as they enter Year 7 in all subjects. In English lessons, there were opportunities for students to write in different contexts including, for example, to produce a letter of complaint. However, there were too few opportunities for students to write creatively or imaginatively or to extend their writing through re-drafting over a period of time. There were inconsistencies in the teaching of reading and writing and there were too few opportunities planned to help develop students' extended writing across the curriculum.

To make more progress against this recommendation, a post-inspection action plan should be developed. This plan should ensure that senior leaders take responsibility for the leadership of curriculum development and ensure that work is more challenging for students as they progress through Key Stage 3 and wherever possible, cross-curricular themes should be clearly identified. Senior leaders should liaise with government agencies to support curriculum development. The teaching and learning co-ordinators, learning support and English departments should work closely together and liaise with external specialist support to develop a more cohesive strategy for literacy development. This is particularly relevant in relation to the teaching of reading and writing skills to students with low prior attainment. The strategies should be shared with all staff and implemented across the curriculum.

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.

At Key Stage 4, in 2017-18, attainment in integrated science in 2017 was above the regional Caribbean average and in-line in 2018. This was due to leaders' successful appeal to the examinations board. Mathematics attainment was above the regional Caribbean average in 2017 and 2018. In English attainment was above regional Caribbean averages in 2017 and 2018. Girls' attainment was significantly better than boys. There was good attainment in information technology because a majority of students exceeded international standards.

At the end of term 1 in 2018-19 academic year the school's own internal information showed that attainment in Key Stage 3 was still weak in English, mathematics and science for all year groups. Inspection information from lesson observations and from a review of students' exercise books agreed that attainment remained weak in all three core subjects.

Overall, there had been no improvement in attainment since the previous inspection in Key Stage 3 but inspectors noted better progress in science at Key Stage 4.

At the end of term 1 of the 2018-19 academic year the school's internal information showed that progress was still weak in English in every year group. In mathematics, progress had improved to be satisfactory in Key Stage 3 but remained weak in Key Stage 4. In science, progress had improved to be satisfactory in Key Stage 3 but remained weak in Key Stage 4. Inspection evidence from lesson observations and book scrutiny showed that since the previous inspection progress had improved from weak to satisfactory in Key Stage 3 and 4 mathematics and science. However, it remained weak in English.

To make further progress towards addressing this recommendation, a post-inspection action plan should be developed. Leaders should identify and launch a strategy to improve the teaching of writing in English and across the curriculum. Leaders should ensure that interventions for reading and spelling are fit for purpose and lead to rapid student progress. Leaders of mathematics should review their early entry policy to ascertain whether it is suppressing progress in Key Stage 4 mathematics. Leaders of science should improve the quality of teaching by improving the level of challenge in lessons for the most able students.

Recommendation 3

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

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

The monitoring of teaching across all subjects, including English, mathematics and science was more accurate because there had been an increased focus on using paired observations and continuous professional development. However, there was still too much variation in the accuracy of leaders' evaluations of lessons with some still focusing too heavily on teaching activities rather than the impact teaching was having on the progress of students.

Inspection evidence showed that the overall proportion of satisfactory or better teaching had increased since the previous inspection. Teaching in mathematics and science had improved from weak to satisfactory; however, in English there had been no improvement. A number of other subjects were observed during the follow-through inspection, including information technology, business studies, art and drama and in these subjects teaching was satisfactory or better.

Central to leaders' steps to improve performance management and therefore raise standards in teaching, was the revised lesson observation template, which was first used in term two. This immediately led to leaders' evaluations of learning becoming more accurately aligned to the Cayman Islands Government's 'Successful Schools Achieving Students' framework. However, this new planning format was not yet used by all teaching staff. Although training had taken place for staff about how to ensure their planning met the needs of all students, a minority of teachers were still planning lessons that were not meeting the needs of most students. For example, more able students were not able to reach a higher level in poetry analysis because they were constrained by the structure of the worksheets they were given. In a minority of other lessons students were given a choice of activities without sufficient guidance to ensure that they challenged themselves appropriately.

Teachers had received additional training on a range of classroom teaching techniques aimed at improving students' progress. However, as yet, these techniques were not being used consistently.

Leaders had accurately identified weak teaching and put in place a series of interventions to support staff. Improvement was too slow because performance management targets were set by the Ministry of Education centrally which limited the school's focus on the necessary improvements weak teachers needed to make.

To make more progress against this recommendation, a post-inspection action plan should be produced and leaders should ensure that all teachers make full use of the common lesson plan in order to meet the needs of all students more effectively. Furthermore, senior leaders should

quality assure each other's work to ensure lesson observations clearly focus on students' learning and progress and that feedback is provided a consistent way. The Principal and senior staff should use performance management rigorously to ensure that support for weak teachers is time limited and contract renewal carefully considered.

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.

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

The government agency responsible for admissions reviewed the admissions policy for high schools in 2013. This review had begun to stop students coming up from primary school out of their chronological age year group. However, the impact of this will not been seen at Clifton Hunter High School until September 2020 when the first cohort of primary school students in the correct chronological year groups will join the school. From then onwards the number of out of year students should reduce over time.

The Principal was monitoring in-year admissions closely to ensure chronological age policy was being met. There was a clear procedure for reviewing the appropriate year group for students with special educational needs. Clifton Hunter High School had not admitted any further students out of year group because liaison with the Ministry of Education was more effective around admissions for this group of students.

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.

School leaders had reviewed target setting systems so that the targets for students were more challenging. Students were now expected to make a minimum of three sub-levels of progress over a year in order to make expected progress.

Assessment of progress in Key Stage 3 was consistent with the progress seen by inspectors in English, science and mathematics. There had been improvement in leaders' accuracy in measuring students' progress.

In science, the assessment of students' progress in Year 7 and 8 were accurate, however assessments in Year 9 did not accurately show the progress students were making.

Assessment in Key Stage 4, based on CAT predictors gave an accurate view of how well students were achieving.

All staff had been trained in the inspection framework and most understood the requirement by which most students were to make expected progress. However, leaders did not apply the criteria with sufficient accuracy to identify what constituted 'good' progress. Across most subject areas there had been more frequent moderation with a greater focus on accurate levelling of achievement in Key Stage 3.

Target setting for subject areas was inconsistent and senior leaders did not have a clear overview of the targets set for each department. For example, not all subjects set progress targets in-line with the required framework expectation by which most students should make expected progress.

Senior leaders collected accurate Key Stage 3 progress information. However, they were not yet effectively evaluating this progress information to identify weak, satisfactory or good subject areas to thereby prioritise the deployment of learning mentors and teaching and learning co-ordinators to the weakest subject areas.

In a majority of lessons teachers regularly checked the students' learning either through direct questioning or plenary reviews at certain points in the lesson. In one good science lesson the teacher handed out a slip of paper with three key questions which quickly checked students' understanding. Verbal feedback during mathematics lessons was effective in helping students address misconceptions which resulted in them making faster progress. However, in a minority of lessons misconceptions were not picked up and corrected so students' progress slowed, and

they fell behind. In English lessons feedback was often superficial so students' learning was not deepened or extended.

Teachers did not always use the information gleaned from on-going assessment during lessons to effectively modify their teaching strategies. As a result, a minority of students struggled to get back on track and make the progress of which they were capable.

Although there had been some improvement in marking since the previous inspection, feedback in students' books across all subjects remained very inconsistent. Where teachers had taken the time to give improvement advice students had rarely acted upon it. Expectations around presentation were far too low and work was often very untidy and careless. Too often work was not marked at all, other than with a tick.

To make more progress against this recommendation, a post-inspection action plan should be produced. Senior leaders responsible for data should ensure that progress targets are consistent across all departments and end of term data should be referenced to the inspection framework. Teachers should use ongoing feedback to adjust their teaching in order to meet the needs of most students and ensure that they make the progress of which they are capable. Teachers' marking should be clearly focused on what students need to do next to improve and staff should check that students have acted upon that advice. Furthermore, teachers should have consistently high expectations of students' presentation in books.

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.

The school had taken steps to improve teachers' skills in classroom-based behaviour management by delivering training on the difference between a minor and major incident. There had been a greater focus on the behaviour policy, with learning mentors undertaking regular informal class visits in their respective academies to support teachers.

Behaviour for learning strategies had been introduced including for example, 'Three Before Me' and these strategies aimed to assist teachers in managing behaviour in lessons. Arrangements for tracking individual students' behaviour from class to class were taking place and these informed interventions. Students commented that the work of the learning mentors had had a positive effect on their behaviour and that there were fewer disruptions to lessons.

When learning was not sufficiently challenging in lessons, this resulted in low-level disruption in the classes. Where the learning was planned to meet the needs of the students and sufficiently challenged them, such as in mathematics, for example, disruption to learning was infrequent.

A minority of teachers did not make regular and full use of the school's behaviour policy and so there were some inconsistencies in expectations of behaviour in those lessons. Where this happened, students failed to make the required progress in their learning.

To make more progress against this recommendation, a post-inspection action plan should be produced. Senior leaders need to take further note of student voice on the quality of relationships in the classroom and respond more positively to students' needs in a minority of lessons. Learning Mentors should make better use of behaviour information to implement time limited coaching plans for those teachers who need to improve their behaviour management. Teachers needed to plan more engaging lessons for students in English.

Survey Results

Twenty parents, 51 staff and 550 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Twenty parents of children from all year groups completed the online survey in advance of the inspection. A majority of parents felt that their children were making good progress in English, science and mathematics and in other subjects. A majority of parents agreed that behaviour was good and that their children were acquiring a good environmental understanding. A minority of parents judged the quality of teaching to be good, but a majority agreed that their children enjoyed lessons and were inspired to learn. Most parents believed that their children had access to a good range of extra-curricular activities. Only a minority felt that the amount of homework issued was suitable, that parents were effectively involved in the work of the school, that the school was well led or had good resources. A minority felt that the quality of education was good, that bullying was dealt with, that healthy lifestyles were promoted or that school improvement information was shared. A minority of parents felt communication with families was good. Most felt their children were safe at school and that they offered a good range of subject choices. There were eight comments from parents who praised the extra-curricular activities but were concerned about communication, school leadership and standards of teaching.

Fifty-one members of the teaching staff completed the survey. Most had worked at the school for three years or more. A majority believed the school to be safe and caring, that the school promoted a healthy lifestyle and served nutritional food. A majority of staff believed behaviour was good. A majority believed that they dealt with poor behaviour well, were involved in school self-evaluation or improvement planning and gave students good careers advice. A minority believed parental involvement to be good, that parent-teacher meetings were well attended, or that students were taught a sense of community responsibility. Only a minority said they received support with training. Most said that support for children with special educational needs was good. A minority of staff believed the school had enough resources. Most staff felt the quality of provision was at least good. A minority of staff believed the school to be well led. Twelve members of staff commented within the surveys, and several praised leadership but a few disagreed. Several staff felt the school was improving with less poor behaviour and better examination results.

Most students completed the on-line survey. Most students were Caymanian. Most students said lessons were good and that teachers helped them to understand their work. Most said they were making good progress in English, mathematics and other subjects. A majority said they were making good progress in science. The majority of students agreed that the school sought their views. The minority of students felt that behaviour was good, that they felt safe and that the quality of education was good. Most students believed the school stopped bullying. Most students judged that lessons were good, and a majority said that they had access to a good range of extra-curricular activities, that teachers helped them improve their work, were happy with the choice of subjects they were offered and felt safe and cared for at school. The majority believed they were treated fairly, given an appropriate curriculum and that they are helped to

make good career choices. A minority of students believed that the school was well led. Of the 49 student comments most were positive about their learning and staff but there were several comments about bullying. School food and school leadership were a concern.

What happens next?

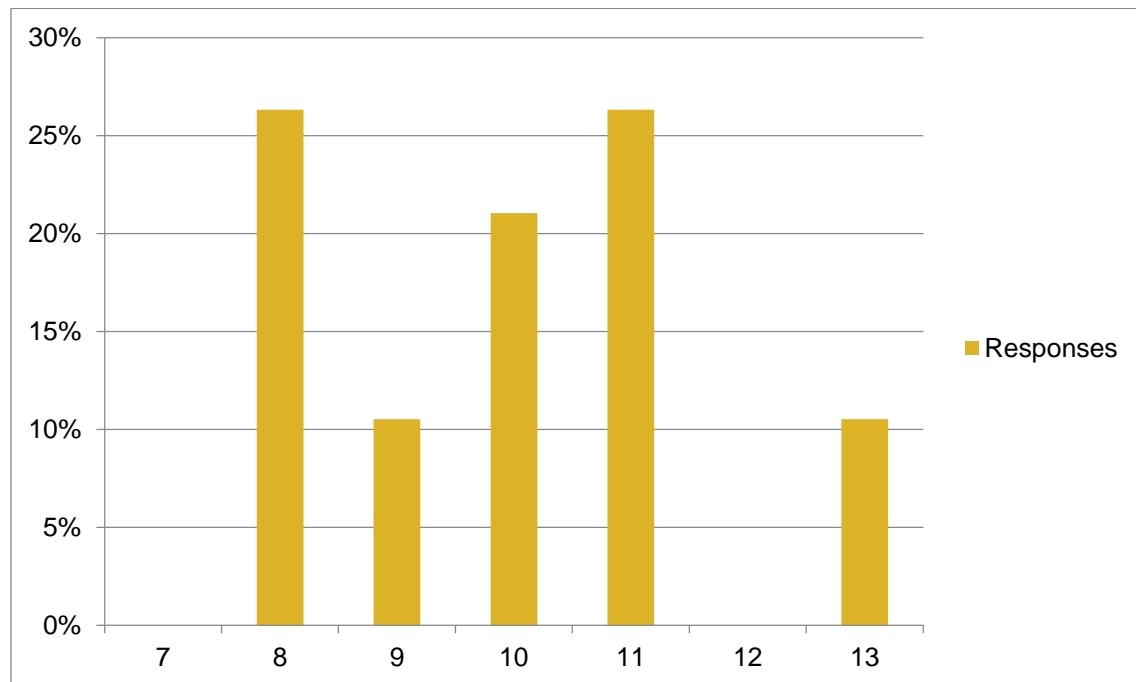
As overall progress has been judged as **weak**, there will be a further Follow-Through Inspection of Clifton Hunter High School within the next six months.

The school will continue to receive follow-through inspections until it either satisfactorily meets all of the recommendations from the previous full inspection in September 2018 or is inspected as part of the full cycle of inspections.

Appendix 1

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	19
Skipped	1

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

Response	Percentage	Count
Less than one year	0%	0
More than one year but less than three years	45%	9
More than three years	55%	11
Answered		20
Skipped		0

What is your nationality?**80%**

Caymanian

20%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	26%	5
Agree	32%	6
Disagree	32%	6
Strongly Disagree	11%	2
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

My child is making good progress in Mathematics.

Response	Percentage	Count
Strongly Agree	32%	6
Agree	53%	10
Disagree	11%	2
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

My child is making good progress in Science.

Response	Percentage	Count
Strongly Agree	32%	6
Agree	42%	8
Disagree	21%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	26%	5
Agree	47%	9
Disagree	16%	3
Strongly Disagree	5%	1
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	16%	3
Agree	37%	7
Disagree	42%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	21%	4
Agree	42%	8
Disagree	26%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	19
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	16%	3
Agree	53%	10
Disagree	21%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	19
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	42%	8
Disagree	42%	8
Strongly Disagree	5%	1
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	53%	10
Disagree	32%	6
Strongly Disagree	5%	1
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	53%	10
Disagree	42%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	26%	5
Agree	53%	10
Disagree	21%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	68%	13
Disagree	16%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	16%	3
Agree	16%	3
Disagree	37%	7
Strongly Disagree	32%	6
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	16%	3
Agree	63%	12
Disagree	11%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	2
	Answered	19
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	32%	6
Disagree	37%	7
Strongly Disagree	11%	2
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	63%	12
Disagree	26%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	63%	12
Disagree	16%	3
Strongly Disagree	5%	1
I am unsure or unable to answer the question	11%	2
	Answered	19
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	37%	7
Disagree	21%	4
Strongly Disagree	11%	2
I am unsure or unable to answer the question	21%	4
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	5%	1
Agree	47%	9
Disagree	26%	5
Strongly Disagree	5%	1
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	26%	5
Disagree	5%	1
Strongly Disagree	5%	1
I am unsure or unable to answer the question	63%	12
	Answered	19
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	32%	6
Disagree	32%	6
Strongly Disagree	11%	2
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	5%	1
Agree	11%	2
Disagree	58%	11
Strongly Disagree	21%	4
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	26%	5
Disagree	26%	5
Strongly Disagree	37%	7
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	11%	2
Agree	32%	6
Disagree	26%	5
Strongly Disagree	11%	2
I am unsure or unable to answer the question	21%	4
	Answered	19
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	32%	6
Disagree	42%	8
Strongly Disagree	21%	4
I am unsure or unable to answer the question	0%	0
	Answered	19
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	42%	8
Disagree	26%	5
Strongly Disagree	11%	2
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	32%	6
Disagree	42%	8
Strongly Disagree	5%	1
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	0%	0
Agree	21%	4
Disagree	42%	8
Strongly Disagree	5%	1
I am unsure or unable to answer the question	32%	6
	Answered	19
	Skipped	1

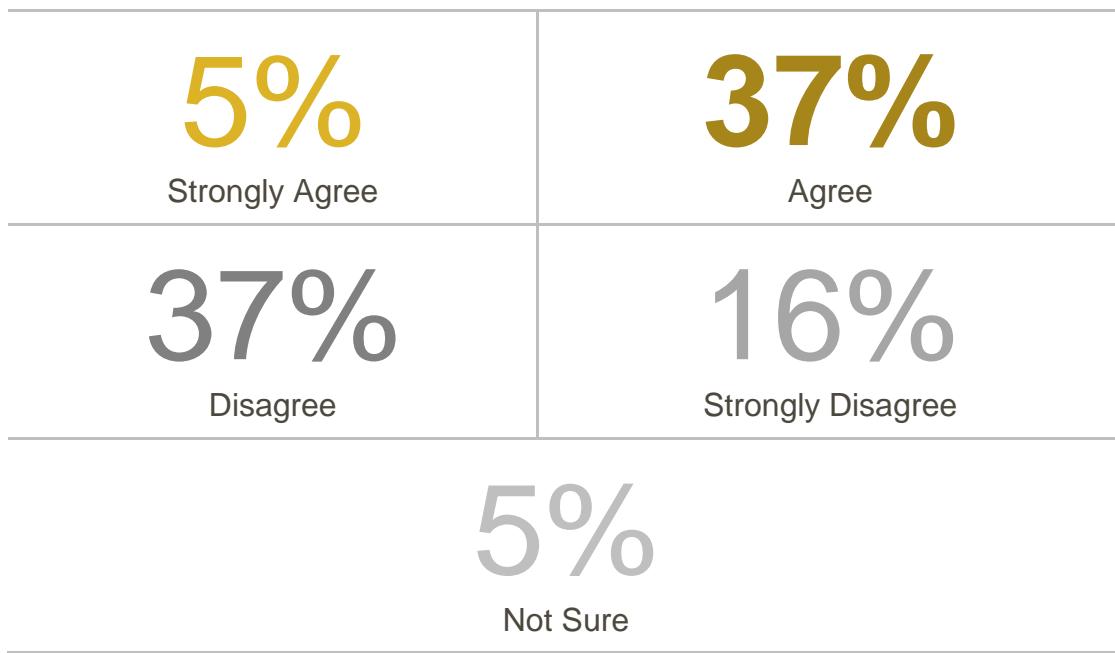
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	37%	7
Disagree	37%	7
Strongly Disagree	5%	1
I am unsure or unable to answer the question	16%	3
	Answered	19
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	5%	1
Agree	42%	8
Disagree	32%	6
Strongly Disagree	16%	3
I am unsure or unable to answer the question	5%	1
	Answered	19
	Skipped	1

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

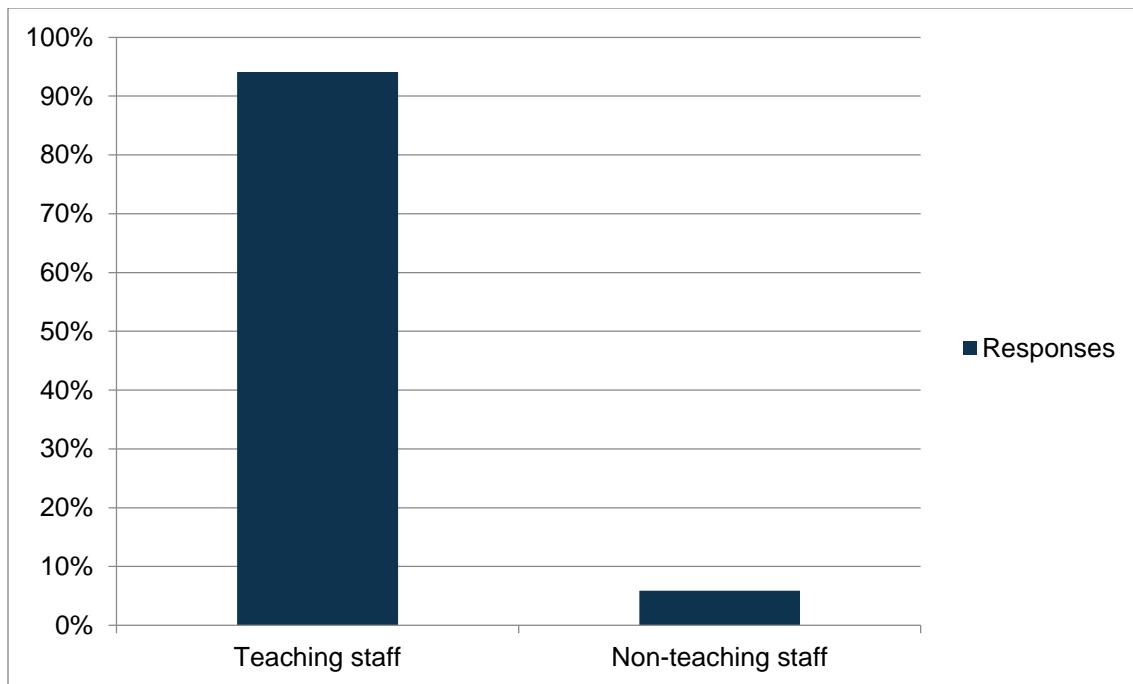


Response	Count
Answered	19
Skipped	1

Appendix 2

Office of Education Standards | Staff Survey 2018

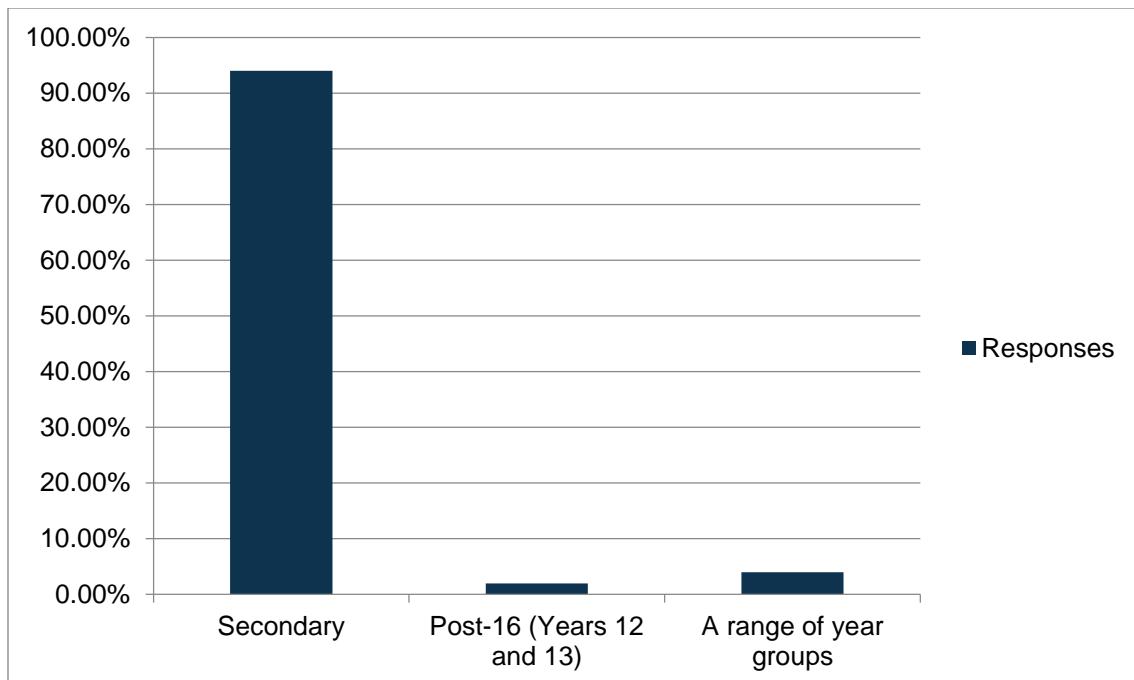
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	12%	6
More than one year but less than three years	16%	8
Three years or more	72%	36
	Answered	50
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

28%

Caymanian

72%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	6%	3
Agree	54%	27
Disagree	26%	13
Strongly Disagree	10%	5
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	2%	1
Agree	20%	10
Disagree	41%	20
Strongly Disagree	22%	11
I am unsure or unable to answer the question	14%	7
	Answered	49
	Skipped	2

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	2%	1
Agree	26%	13
Disagree	48%	24
Strongly Disagree	20%	10
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	10%	5
Agree	59%	29
Disagree	12%	6
Strongly Disagree	6%	3
I am unsure or unable to answer the question	12%	6
	Answered	49
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	59%	29
Agree	37%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	26%	13
Agree	54%	27
Disagree	10%	5
Strongly Disagree	2%	1
I am unsure or unable to answer the question	8%	4
	Answered	50
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	16%	8
Agree	51%	25
Disagree	24%	12
Strongly Disagree	4%	2
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	2

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	8%	4
Agree	63%	31
Disagree	14%	7
Strongly Disagree	2%	1
I am unsure or unable to answer the question	12%	6
	Answered	49
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	15%	7
Agree	69%	33
Disagree	8%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	3
	Answered	48
	Skipped	3

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	10%	5
Agree	61%	30
Disagree	6%	3
Strongly Disagree	8%	4
I am unsure or unable to answer the question	14%	7
	Answered	49
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	32%	16
Agree	58%	29
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	50
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	28%	14
Agree	50%	25
Disagree	12%	6
Strongly Disagree	6%	3
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	4%	2
Agree	31%	15
Disagree	27%	13
Strongly Disagree	23%	11
I am unsure or unable to answer the question	15%	7
	Answered	48
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	12%	6
Agree	53%	26
Disagree	18%	9
Strongly Disagree	6%	3
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	4%	2
Agree	40%	20
Disagree	26%	13
Strongly Disagree	18%	9
I am unsure or unable to answer the question	12%	6
	Answered	50
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	2%	1
Agree	18%	9
Disagree	44%	22
Strongly Disagree	8%	4
I am unsure or unable to answer the question	28%	14
	Answered	50
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	4%	2
Agree	22%	11
Disagree	36%	18
Strongly Disagree	12%	6
I am unsure or unable to answer the question	26%	13
	Answered	50
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	12%	6
Agree	66%	33
Disagree	4%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	16%	8
	Answered	50
	Skipped	1

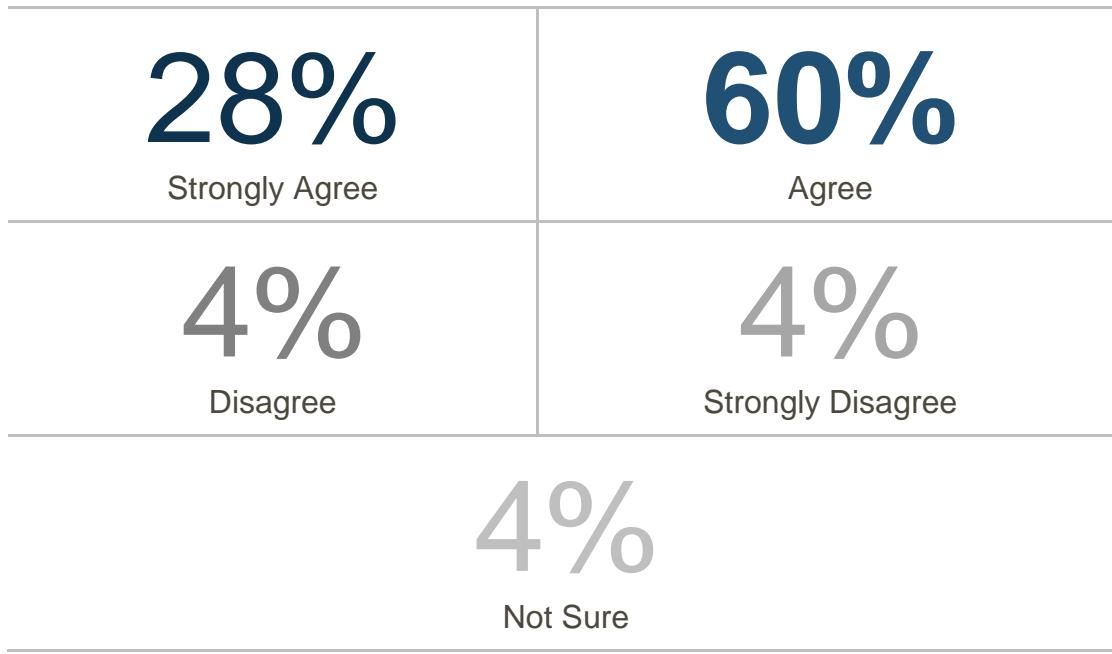
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	62%	31
Agree	28%	14
Disagree	4%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	4%	2
	Answered	50
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	8%	4
Agree	36%	18
Disagree	34%	17
Strongly Disagree	22%	11
I am unsure or unable to answer the question	0%	0
	Answered	50
	Skipped	1

Overall, this school provides a good quality of education.

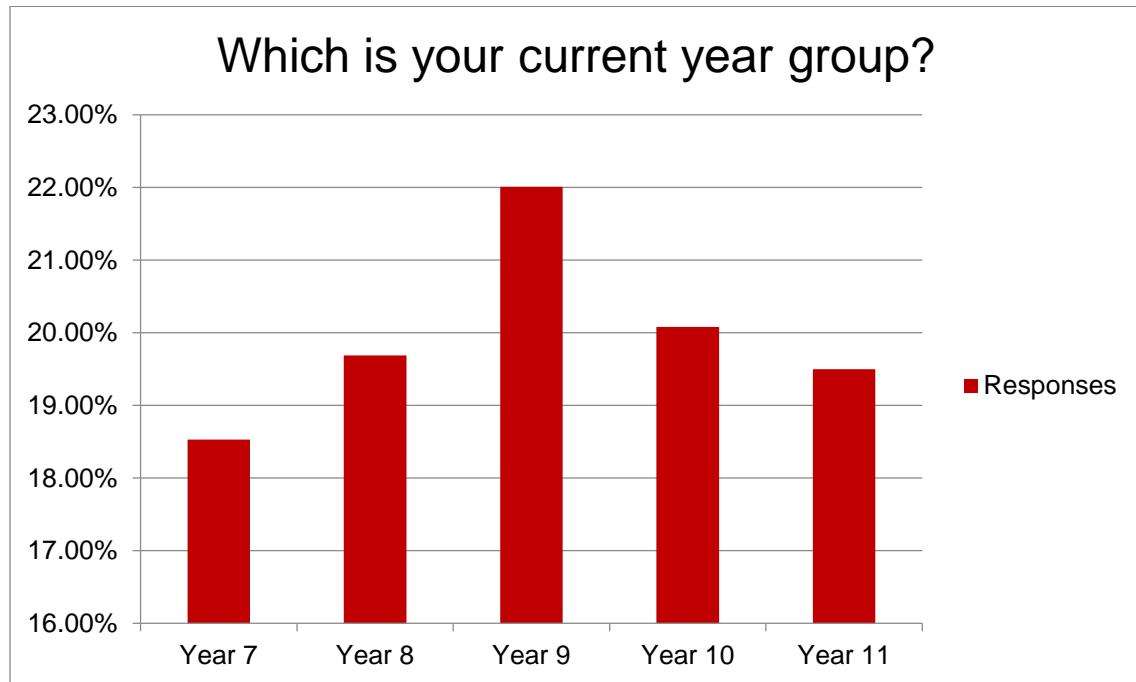


Response	Count
Answered	51
Skipped	1

Appendix 3

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

78%

Caymanian

22%

Non-Caymanian

Please state your gender.

49%

Boys

51%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	18%	92
Agree	62%	317
Disagree	10%	50
Strongly Disagree	2%	12
I am unsure or unable to answer the question	8%	42
	Answered	513
	Skipped	8

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	32%	164
Agree	46%	235
Disagree	11%	56
Strongly Disagree	4%	19
I am unsure or unable to answer the question	7%	38
	Answered	512
	Skipped	9

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	21%	110
Agree	49%	249
Disagree	15%	78
Strongly Disagree	5%	24
I am unsure or unable to answer the question	10%	52
	Answered	513
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	22%	112
Agree	59%	305
Disagree	10%	51
Strongly Disagree	1%	7
I am unsure or unable to answer the question	8%	42
	Answered	517
	Skipped	4

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	4%	19
Agree	29%	147
Disagree	36%	185
Strongly Disagree	21%	109
I am unsure or unable to answer the question	11%	54
	Answered	514
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	4%	22
Agree	31%	159
Disagree	37%	189
Strongly Disagree	15%	78
I am unsure or unable to answer the question	13%	65
	Answered	513
	Skipped	8

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	3%	17
Agree	24%	121
Disagree	39%	199
Strongly Disagree	27%	138
I am unsure or unable to answer the question	8%	40
	Answered	515
	Skipped	6

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	14%	72
Agree	64%	326
Disagree	14%	71
Strongly Disagree	4%	21
I am unsure or unable to answer the question	4%	20
	Answered	510
	Skipped	11

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	11%	59
Agree	53%	272
Disagree	25%	127
Strongly Disagree	7%	34
I am unsure or unable to answer the question	4%	22
	Answered	514
	Skipped	7

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

Response	Percentage	Count
Strongly Agree	15%	75
Agree	48%	246
Disagree	22%	111
Strongly Disagree	9%	45
I am unsure or unable to answer the question	7%	34
	Answered	511
	Skipped	10

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

Response	Percentage	Count
Strongly Agree	21%	105
Agree	49%	252
Disagree	15%	77
Strongly Disagree	5%	27
I am unsure or unable to answer the question	10%	50
	Answered	511
	Skipped	10

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	16%	83
Agree	47%	242
Disagree	19%	97
Strongly Disagree	9%	47
I am unsure or unable to answer the question	9%	46
	Answered	515
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	20%	104
Agree	43%	223
Disagree	18%	93
Strongly Disagree	10%	51
I am unsure or unable to answer the question	9%	44
	Answered	515
	Skipped	6

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	21%	107
Agree	49%	251
Disagree	17%	87
Strongly Disagree	7%	37
I am unsure or unable to answer the question	7%	35
	Answered	517
	Skipped	4

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	7%	34
Agree	40%	203
Disagree	27%	139
Strongly Disagree	19%	96
I am unsure or unable to answer the question	7%	38
	Answered	510
	Skipped	11

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	6%	31
Agree	40%	203
Disagree	29%	144
Strongly Disagree	15%	78
I am unsure or unable to answer the question	10%	49
	Answered	505
	Skipped	16

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	13%	68
Agree	49%	252
Disagree	18%	90
Strongly Disagree	13%	65
I am unsure or unable to answer the question	7%	36
	Answered	511
	Skipped	10

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	7%	37
Agree	43%	216
Disagree	20%	103
Strongly Disagree	22%	111
I am unsure or unable to answer the question	8%	40
	Answered	507
	Skipped	14

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

Response	Percentage	Count
Strongly Agree	14%	72
Agree	36%	181
Disagree	17%	88
Strongly Disagree	16%	83
I am unsure or unable to answer the question	16%	82
	Answered	506
	Skipped	15

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

Response	Percentage	Count
Strongly Agree	18%	93
Agree	55%	281
Disagree	12%	62
Strongly Disagree	6%	31
I am unsure or unable to answer the question	8%	41
	Answered	508
	Skipped	13

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

Response	Percentage	Count
Strongly Agree	13%	69
Agree	40%	206
Disagree	13%	68
Strongly Disagree	10%	53
I am unsure or unable to answer the question	23%	116
	Answered	512
	Skipped	9

The school is well led.

Response	Percentage	Count
Strongly Agree	7%	37
Agree	36%	182
Disagree	26%	130
Strongly Disagree	20%	99
I am unsure or unable to answer the question	11%	58
	Answered	506
	Skipped	15

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	10%	53
Agree	38%	195
Disagree	24%	123
Strongly Disagree	19%	97
I am unsure or unable to answer the question	8%	41
	Answered	509
	Skipped	12

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	7%	36
Agree	32%	164
Disagree	27%	136
Strongly Disagree	21%	104
I am unsure or unable to answer the question	13%	67
	Answered	507
	Skipped	14

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

Response	Percentage	Count
Strongly Agree	17%	86
Agree	53%	268
Disagree	15%	76
Strongly Disagree	7%	36
I am unsure or unable to answer the question	8%	40
	Answered	506
	Skipped	15

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

Response	Percentage	Count
Strongly Agree	12%	60
Agree	49%	244
Disagree	19%	97
Strongly Disagree	9%	46
I am unsure or unable to answer the question	11%	54
	Answered	501
	Skipped	20

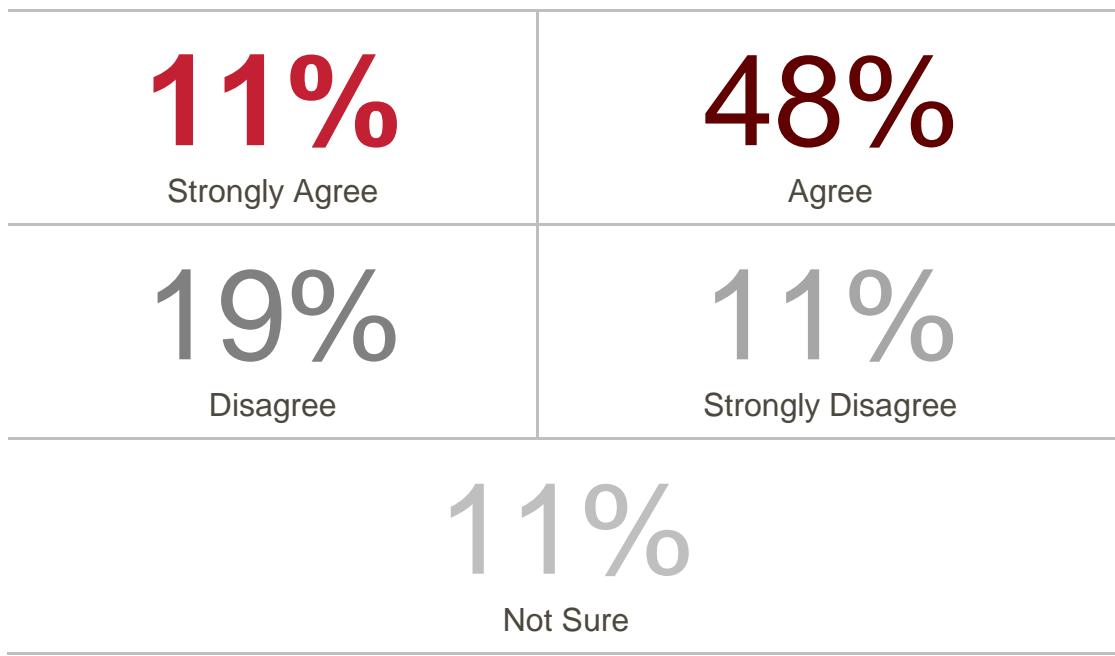
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	12%	62
Agree	45%	227
Disagree	19%	97
Strongly Disagree	12%	60
I am unsure or unable to answer the question	12%	60
	Answered	506
	Skipped	15

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	15%	76
Agree	54%	269
Disagree	15%	74
Strongly Disagree	10%	49
I am unsure or unable to answer the question	7%	34
	Answered	502
	Skipped	19

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



Response	Count
Answered	508
Skipped	13

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.

www.oes.gov.ky

