



INSPECTION REPORT

CREEK AND SPOT BAY PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
January 2019

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

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

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Creek and Spot Bay Primary School

Name of school	Creek and Spot Bay Primary School
Address	170, Spot Bay Road, Cayman Brac
Telephone	345-948-0226
E-mail address	Claudette.lazarri@gov.ky
School Website	Currently in development
Principal	Claudette Lazzari
School day timing	8.30am to 3pm
Age range of students	4 to 11 years
Number of students	78
Number of teaching staff	11
Number of support staff	9

The context of the school

Creek and Spot Bay is located on Cayman Brac and operates on two separate sites; one for children from Reception to Year 3 and another for junior-aged students from Years 4 to 6.

An inspection of Creek and Spot Bay Primary School had taken place in 2015 and, at that time, the overall performance of the school was judged to be unsatisfactory. In May 2018, inspectors from the Office of Education Standards revisited the school and found that there had been satisfactory progress overall in addressing the recommendations from the previous inspection.

As a government school, the Cayman Islands National Curriculum is offered across classes and staff in the Reception class use the Cayman Islands Early Years framework to plan lessons.

At the time of the inspection around 40 per cent of students were identified as requiring additional support with their learning. A small number of students benefited from specialist support provided by the Beacon Learning Centre. This Centre is located on the infant site and caters for students with moderate and severe learning needs.

Key strengths

- Students' positive attitudes to learning, their good attendance and behaviour;
- The good range of extra-curricular provision which widens students' choice, interests and achievements;
- The effective support provided to students with a range of special educational needs and the significant specialist and professional support which enables those students to make good progress;
- The success of school leaders in addressing the recommendations from the previous inspection report.

Recommendations

- Ensure greater consistency in the quality of teaching, so that a larger proportion of lessons is good or better;
- Review and improve the primary curriculum so that students' knowledge and skills are developed systematically and the content is in line with curriculum expectations both locally and internationally:
- Implement health and safety policies more consistently across both sites, particularly in relation to access;
- Develop a comprehensive approach to healthy eating so that students are helped to make better choices with regard to nutrition during the school day;
- Ensure that monitoring and evaluation processes are rigorous and robust in order that they can be used more reliably to inform practice and improve the academic outcomes of all students, particularly those capable of higher levels of achievement.

Summary

Overall Evaluation - Satisfactory

The overall performance of Creek and Spot Bay Primary School was judged to be satisfactory.

The school had no significant weaknesses and senior leaders had overseen significant improvements since the last inspection in 2015.

Across quality indicators, all judgements were at least satisfactory. The satisfactory judgements included;

- students' attainment and progress in English, mathematics and science;
- the quality of teaching, learning and assessment;
- health and safety;
- leadership, self-evaluation and improvement planning, staffing and the learning environment.

The school also had a number of good judgements. These included;

- students' behaviour and their civic and environmental understanding;
- support and guidance;
- links with parents and the community.

Achievement

Students' attainment in relation to international standards	Primary
Attainment in English	Satisfactory
Attainment in mathematics	Satisfactory
Attainment in science	Satisfactory

In English, attainment was satisfactory and broadly in line with curriculum expectations. Most students demonstrated age-appropriate skills in speaking, listening, reading and writing. By the end of Key Stage 2 students' achievement in end of year SAT's tests and school assessments were at the expected level. The percentage of students exceeding expectations was low, especially in reading. In lessons and in samples of students' work attainment was more variable and the quality of writing lower than in assessment pieces. Across the school vocabulary used in speaking and writing developed steadily but was generally not adventurous or exciting. Students' wrote in a range of genre across the school year but there were too few opportunities for students, especially in lower primary, to write creatively or at length on a regular basis.

Students' attainment in mathematics was satisfactory. In 2018, in Year 6, most students achieved the expected level in external tests. Standards had improved over the last three years and more students achieved the higher levels than had previously been the case. In Key Stage 2, students were able to correctly identify the properties of 3D shapes using appropriate language such as vertices, faces and edges. Younger students were able to apply their understanding of money to real-life contexts such as shopping. In the Early Years and Key Stage 1 students did not always make sufficient use of manipulatives and appropriate resources to support their understanding of number. Students demonstrated age-appropriate skills in mental calculation and most could, at the required stages, recall multiplication facts and explain their methods to solve mathematical problems.

In science, attainment was satisfactory because most students demonstrated age-appropriate scientific knowledge and understanding. Students in Key Stage 2, for example, were able to define producers and consumers and could explain the effect of different environmental changes upon food chains. In Year 2, students knew about the properties of different materials and were able to explain why metals, plastics and glass were suitable for different purposes. Students' practical skills were weaker across all stages of the school and children in Early Years had too few opportunities to develop exploration skills.

Students' progress in key subjects	Primary
Progress in English	Satisfactory
Progress in mathematics	Satisfactory
Progress in science	Satisfactory

In English, students' progress was satisfactory. Assessment information indicated that most students made the expected progress from their starting points. Teachers demonstrated secure subject knowledge and prepared lessons well to help students gain new knowledge, skills and understanding in reading and writing. Progress gathered momentum in reading and writing in Year 6 when students, teachers and parents increased their focus on end of primary assessments and transitions to the secondary school. Across the school, reading had recently been given a greater priority and consequently students had made greater gains in their reading skills. From their varying starting points, students with special educational needs made good progress in English. In lessons, however, higher achieving students were not challenged sufficiently and therefore did not make the rate of progress of which many were capable.

Students made satisfactory progress in mathematics, though the pace of their learning was variable from one year group to another. Variability in the quality of teaching contributed significantly to the rate of progress. Across all stages of the school, teachers had placed appropriate emphasis upon developing students' mental calculation skills. As a consequence, students were noted to be increasingly adept at managing basic operations and calculation strategies quickly and effectively. Progress was supported through the careful planning of mathematics lessons evident, which ensured an appropriate breadth of content. When necessary, teachers revisited core areas of the mathematics curriculum to consolidate the students' skills.

In science, progress was satisfactory as teachers demonstrated a sound knowledge of the subject and prepared lessons well to help students gain new understanding of scientific topics. In Year 5, students worked collaboratively to research characteristics of marine life and used this information to give presentations to their peers about food chains. In this lesson, because the content linked well to previous learning, students were able to use their prior knowledge to tackle new concepts. However, across all stages of the school, there was not enough practical science work or enquiry in lessons. Most lessons observed during the inspection did not offer sufficient opportunities for the students to observe, make predictions and draw conclusions. Students were not required to design experiments and consequently, their progress in the practical aspects of science was under developed.

Students' personal and social development

Promoting students' personal and social development	Primary
Positive behaviour for good learning	Good
Students' civic and environmental understanding	Good

Students' behaviour was good. Almost all students demonstrated appropriate behaviour ensuring that lessons ran smoothly and were not interrupted. Students were keen to learn and had positive attitudes. Good relationships were evident between staff and students. Most students were respectful to teachers, adults and their peers. Students knew the school rules and were aware of the consequences if they broke them. They felt the systems were fair. Incidents of bullying were rare, and students knew where to seek help should they need it and felt confident that adults would help them. Consequently, students felt safe in school and when travelling on the school bus. Attendance was good. Most students followed the agreed policy for school uniform and expected dress codes. Students were aware of the need for good attendance and most were punctual for school at the start of the day. Almost all arrived for lessons on time throughout the day following breaks.

Students' civic and environmental understanding was good. Most students demonstrated good knowledge of their culture, religion and national identity. Students' growing spiritual awareness was supported through regular devotions and a few students in the infants attended Bible Club. Most students demonstrated an age-appropriate understanding of some of the local Caymanian traditions and culture. Older students could confidently talk about the Cayman Islands coat of arms and the significance of national symbols, Heritage Day and Brac Day. Students helped to take care of their immediate surroundings by tidying away after activities and disposing of their litter in appropriate ways. Students were regularly active in schemes and projects which supported sustainability and conservation such as beach cleaning. Students recycled plastics and batteries and used metal and reusable plastic water bottles. They were aware of some important environmental issues especially in relation to plastic waste found in the sea surrounding the Caymans. They were also aware of the issues associated with green iguana. Most students had a more limited understanding of global environmental issues.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Primary
Teaching	Satisfactory
Learning	Satisfactory
Assessment	Satisfactory

Teaching was satisfactory overall, with a growing proportion of better teaching. During the inspection three quarters of lessons were judged to be satisfactory or better and around one third were good. Most teachers had secure subject knowledge, ensuring confident and accurate teaching. In most classes, teachers had established classroom routines and effective behaviour management strategies that helped the smooth running of lessons. Positive relationships between students and teachers gave students the confidence to seek help and ask for clarification when needed. Teachers often made links to students' prior learning and to real-life but learning activities were not consistently engaging enough. Too often the pace of lessons was slow, and teachers talked for too much of the lesson time at the expense of students actively learning. This limited the amount of progress that students made. The quality of questioning was variable and mostly under-developed. Frequently questions were asked of the whole class and answered by a few students. In the best lessons, teachers directed questions to specific students. Small class sizes enabled teachers to know students' strengths and weakness well and consequently group them according to ability. Nevertheless, there was insufficient challenge for the most able students.

Learning was satisfactory. In most lessons, students demonstrated positive attitudes to learning. However, when activities were less appealing or relevant, students disengaged. In lessons where all students took a turn, learning was passive for all other members of the class, and this impacted on their progress. When given the opportunity most students interacted well with others and they could collaborate effectively. Students clearly enjoyed learning that they could apply to the real world, for example when learning about money in mathematics lessons. Students, especially in the upper juniors, could work for short periods of time without adult intervention. When given the opportunity older students could carry out research using technologies to support their learning. Generally, students of all ages used technologies infrequently and in limited ways to support their learning. Across the school there were too few opportunities for students to think critically and solve problems.

Assessment arrangements were satisfactory. Small class sizes helped teachers have sufficient knowledge of students' strengths and weaknesses. Teachers' used questions in lessons to find

out what students knew and understood. Too often this did not result in teachers responding to the information and adjusting the lesson plan with sufficient flexibility. Verbal feedback to students in lessons was often congratulatory but this meant that students were not, at all times, informed enough about how to make their work even better. The quality of marking was variable. Written feedback was not always sufficient to inform students about how well they are doing or their next steps. A clear policy contributed to effective assessment systems to check students' attainment and progress, and track and monitor it. This was especially effective for students identified with special educational needs. Internal moderation of assessments and thorough examination processes helped to ensure accurate assessments.

Curriculum

Offering a curriculum that meets the educational needs of all students	Primary
Curriculum	Satisfactory

The quality of the curriculum was satisfactory. It was soundly planned to meet most national requirements with a strong emphasis on literacy and numeracy. In addition to these core subjects, students were taught science, social studies, art, music, physical education but there was no facility for teaching a modern foreign language, such as Spanish. Students did study information technology but this did not include issues relating to e-safety. Students requiring support in their learning benefited from additional programmes to support their acquisition of key skills in English and mathematics. However, these arrangements required review to ensure that the students did not regularly miss parts of lessons in other subjects. The staff offered a wide range of extra-curricular activities. This included a range of after-school sports, additional support in English and mathematics, music and Cayman crafts. In addition, students were able to take part in competitions, such as spelling bees and public speaking competitions and they would often travel beyond Cayman Brac to participate. Visits to the local area including, for example, the bakery, synagogue and meteorological office enhanced the curriculum. The school had developed plans to help ensure that the required curriculum was covered from term to term but there were examples in which repetition of content affected students' progress. For example, in science, in Key Stage 2, there were sessions observed where students of different ages were studying the same content. Although topics were used to provide some cross-curricular links, many lessons were based on discrete areas of learning with few links to other learning. The curriculum was not reviewed to ensure that students were challenged and excited by their learning experiences.

Safety and support

Keeping our students safe and always supported	Primary
Health and safety	Satisfactory
Support and guidance	Good

Provision for health and safety was judged as satisfactory. The accommodation and grounds on each site were in a sound state of repair and were clean and well maintained. Levels of supervision were appropriate in classes, as students moved around the building and at other times of the day such as when students arrived in the morning and left in the afternoon. Policies for ensuring students' safety were in place and all staff were trained in child protection arrangements. A few policies and procedures were not consistently followed. For example, whilst there was a notice on one gate which indicated it should be locked at all times, this was not always the case. Procedures such as fire drills were regularly conducted and monitored to ensure student safety. However, it was noted that evacuation procedures were missing from some rooms and infractions from the last fire inspection report by the Cayman Islands Fire Service had yet to be addressed. Although the school reported that advice relating to healthy eating had been given to students, it was not systematically promoted throughout the school. Students' snacks often included unhealthy choices and, on occasions, staff gave the students sweets as rewards for their efforts.

There were good arrangements in place to support students. Students' educational and personal well-being was a high priority. In addition to well-developed systems for tracking academic progress, attendance and behaviour, students had regular access to a school counsellor who supported their emotional needs and trained older students to support others. Teaching assistants were often deployed to give one-to-one assistance or support small group work in class. The school was inclusive. It provided good support for students with special educational needs through access to a range of professionals including an occupational therapist, educational psychologist and language specialists. For those students with more complex needs, the Beacon Learning Centre provided skilled support and individualised programmes so that the students were able to join their peers for some lessons such as physical education.

Leadership and management

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

Leadership was satisfactory. Remits and responsibilities were clear and senior leaders demonstrated a strong capacity to make required improvements. The well-qualified and experienced Principal had effectively led the school in making the improvements recommended in the inspection report of 2015. However, middle leaders were relatively new to their roles and had yet to make significant progress in raising students' achievement in English, mathematics and science. The Principal and Vice-Principal monitored lessons regularly and provided effective guidance to teachers to support improvement. However, there were examples of weak teaching identified in the Follow-Through Inspection of May 2018, which had yet to be satisfactorily addressed.

Self-evaluation and improvement planning were satisfactory. The Principal had an accurate view of academic standards and had brought about improvements. The Principal met regularly with staff to discuss the progress of students and this helped determine various intervention classes targeted at those at risk of underachieving. As a consequence of focused support and training there were more examples of good teaching in the school. The appointment of a non-teaching Deputy Principal had built greater capacity for monitoring the work of the school. However, self-evaluation was not yet entirely accurate or incisive. There was a school improvement plan in place but the goals were not consistently well matched to the priorities identified from assessment data and other evidence. It was not tailored well to the unique needs of the school.

There were good links with parents and the community. The students benefited from regular opportunities to participate in joint events with other schools on Brac and in competitions involving students on Grand Cayman. Parents expressed high levels of satisfaction with the school and stated that staff and senior leaders were accessible, responding to concerns in a timely manner. There was an appropriate range of communication channels with parents, including the effective use of information technology (IT). The school website was, however, underdeveloped. Parents led the Parent Teachers Association and, in addition to fundraising

for the school, this active group helped organise special events which enhanced the students' learning experiences. Parents received regular reports from the school regarding their children's academic progress. These required review to ensure consistency in quality between classes.

Staffing and the learning environment were judged to be satisfactory. There had been notable improvements to the organisation of classes since the Follow-Through Inspection of May 2018. The premises and specialist facilities were sufficient to help staff deliver the core curriculum. There were libraries and music rooms on each site and an IT facility allowing access for all students to a desktop computer during specialist lessons. The library in the junior premises required some reorganisation to improve students' access to texts. At the time of the inspection there was a part-time librarian assigned to the school and the special needs co-ordinator had yet to commence duties. Nevertheless, staffing levels were good because there was a diverse range of professionals with specialist qualifications offering support to students with additional needs. Staff were deployed effectively and, as a consequence, in many classes, the students benefitted from regular one-to-one support and guidance.

Survey results

42 parents, 22 staff and 16 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Forty-two parents, 22 staff and 16 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents from all year groups completed the survey and most had more than one child in the school. Most parents stated that their children were making good progress in English, mathematics, science and other subjects. They felt that their children were inspired to learn and commented that the children enjoyed lessons. A few parents believed that the amount of homework given to the older children required review, as they did not consider the amount and content to be always fully appropriate. Most parents felt that their children were treated fairly and that staff ensured the effective care and welfare of all students. Most parents agreed that the school was well led though a few stated that they did not receive regular information about future priorities and the plans for school improvement. All parents judged that Creek and Spot Bay Primary School provided a good quality of education for their children.

Seventeen teachers and five support staff completed the on-line survey. A majority of the staff had worked in the school for three years or more. All felt that the school offered a safe and caring environment for the children and for the staff team. All staff judged students' behaviour to be good and almost all believed that the school provided effective support to students with special educational needs. A few staff felt that there was scope to improve the quality and range of extra-curricular activities available to the students. Almost all staff stated that the school enjoyed good links with the community. All staff judged the school as providing a good quality of education for students.

Sixteen students, mainly from Year 5, completed the survey. Students expressed high levels of satisfaction with the school. They all agreed that their lessons were enjoyable. All felt that they were making good progress in their learning. They agreed that behaviour was good in the school and all felt safe and cared for in their classes and during break times. A significant number of students commented favourably regarding the curriculum arrangements each Friday during which there was a selection of activities many of which they found engaging and motivating. All students felt that the school was well led.

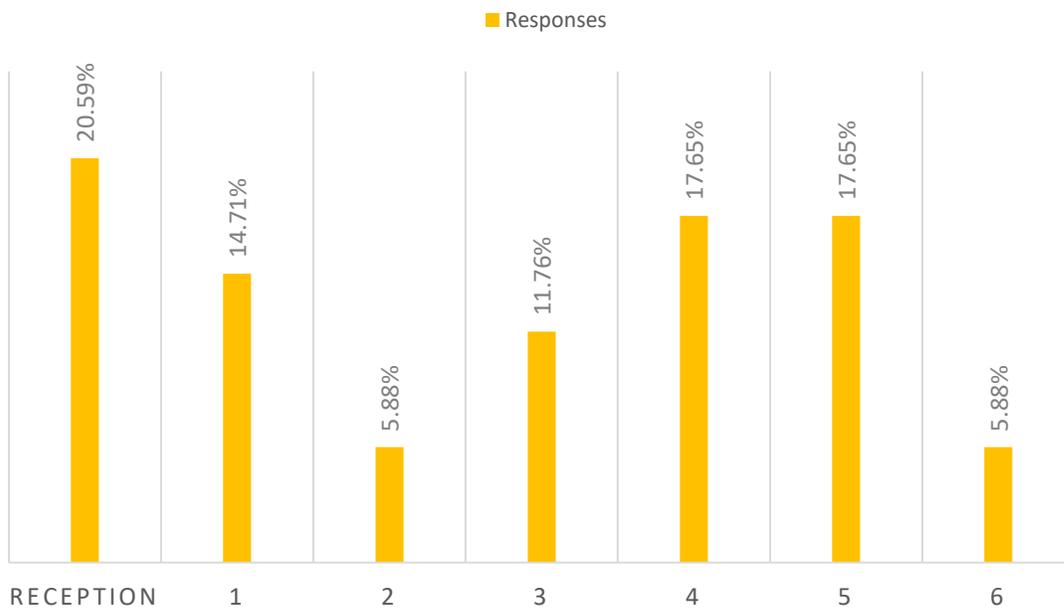
What happens next?

As Creek and Spot Bay Primary School is judged to be providing a satisfactory quality of education, there will be no further inspections of the school until the next round of inspections which will commence in September 2020.

Appendix 1

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	41
Skipped	1

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

Response	Percentage	Count
Less than one year	27%	11
More than one year but less than three years	39%	16
More than three years	34%	14
	Answered	41
	Skipped	1

What is your nationality?

79%

Caymanian

21%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	44%	18
Agree	51%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	39%	16
Agree	51%	21
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	41
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	34%	14
Agree	54%	22
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	5
	Answered	41
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	41%	17
Agree	51%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	41
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	10%	4
Agree	76%	31
Disagree	7%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	41
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	34%	14
Agree	61%	25
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	41%	17
Agree	54%	22
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	51%	21
Agree	46%	19
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	41
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	34%	14
Agree	61%	25
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	41%	17
Agree	54%	22
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	41%	17
Agree	49%	20
Disagree	7%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	22%	9
Agree	66%	27
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	5
	Answered	41
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	24%	10
Agree	61%	25
Disagree	15%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	41
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	56%	23
Agree	39%	16
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	41%	17
Agree	51%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	41
	Skipped	1

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	29%	12
Agree	61%	25
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	41
	Skipped	1

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	32%	13
Agree	56%	23
Disagree	2%	1
Strongly Disagree	5%	2
I am unsure or unable to answer the question	5%	2
	Answered	41
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	29%	12
Agree	51%	21
Disagree	10%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	4
	Answered	41
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33%	13
Agree	53%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	15%	6
	Answered	40
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	37%	15
Agree	44%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	17%	7
	Answered	41
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	41%	17
Agree	44%	18
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	5
	Answered	41
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	34%	14
Agree	44%	18
Disagree	10%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	10%	4
	Answered	41
	Skipped	1

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	44%	18
Agree	46%	19
Disagree	7%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	41
	Skipped	1

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	41%	17
Agree	51%	21
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	41
	Skipped	1

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	41%	17
Agree	46%	19
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	3
	Answered	41
	Skipped	1

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	29%	12
Agree	59%	24
Disagree	7%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	41
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	34%	14
Agree	56%	23
Disagree	5%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	2
	Answered	41
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	29%	12
Agree	59%	24
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	4
	Answered	41
	Skipped	1

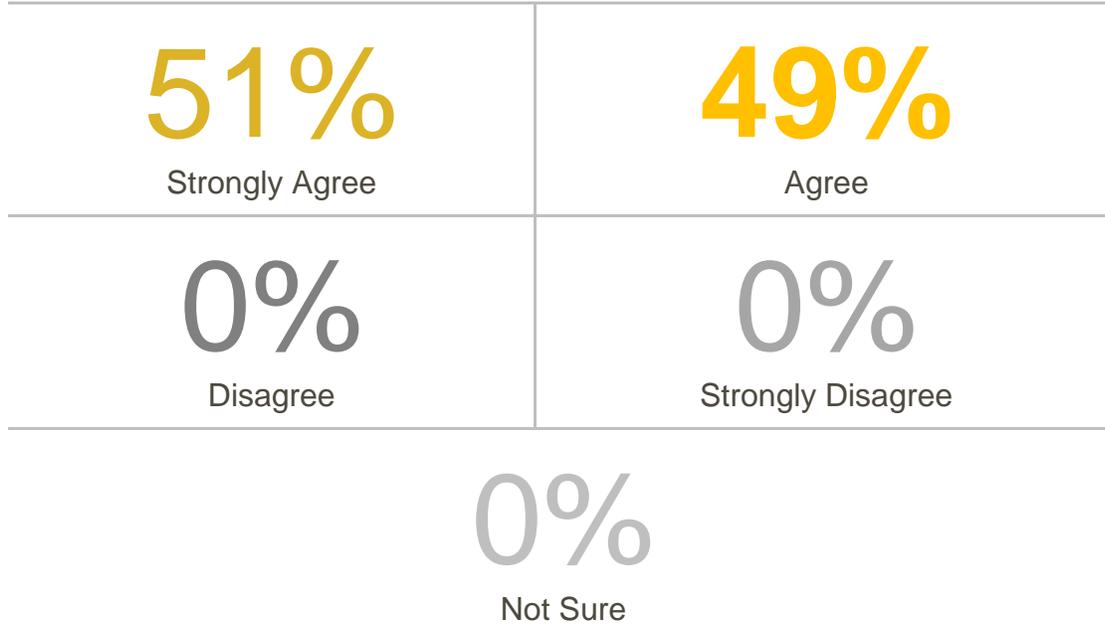
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	39%	16
Agree	59%	24
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	41
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39%	16
Agree	61%	25
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	41
	Skipped	1

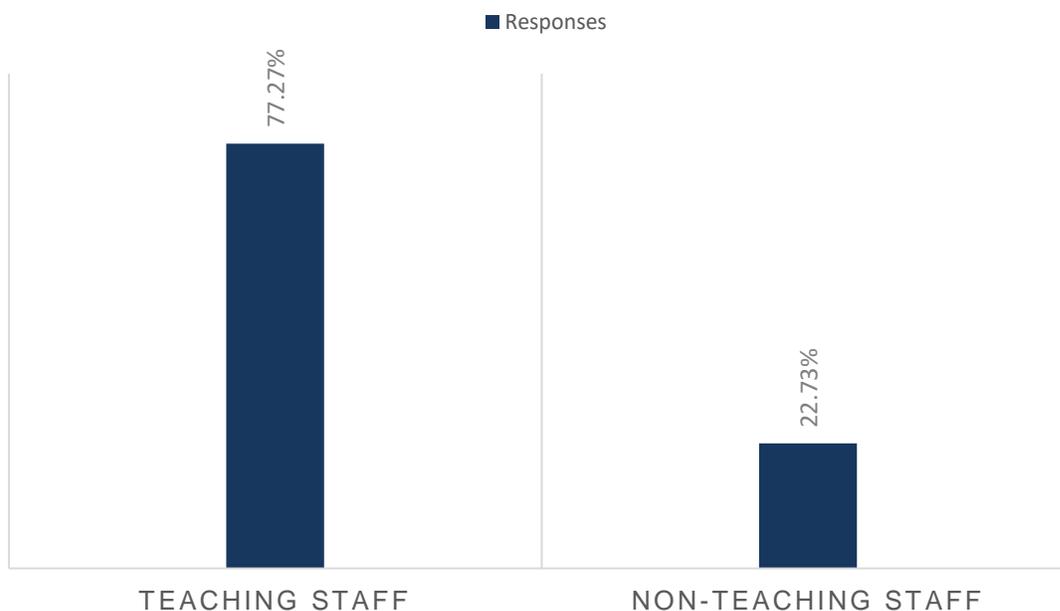
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	41
Skipped	1

Office of Education Standards | Staff Survey 2019

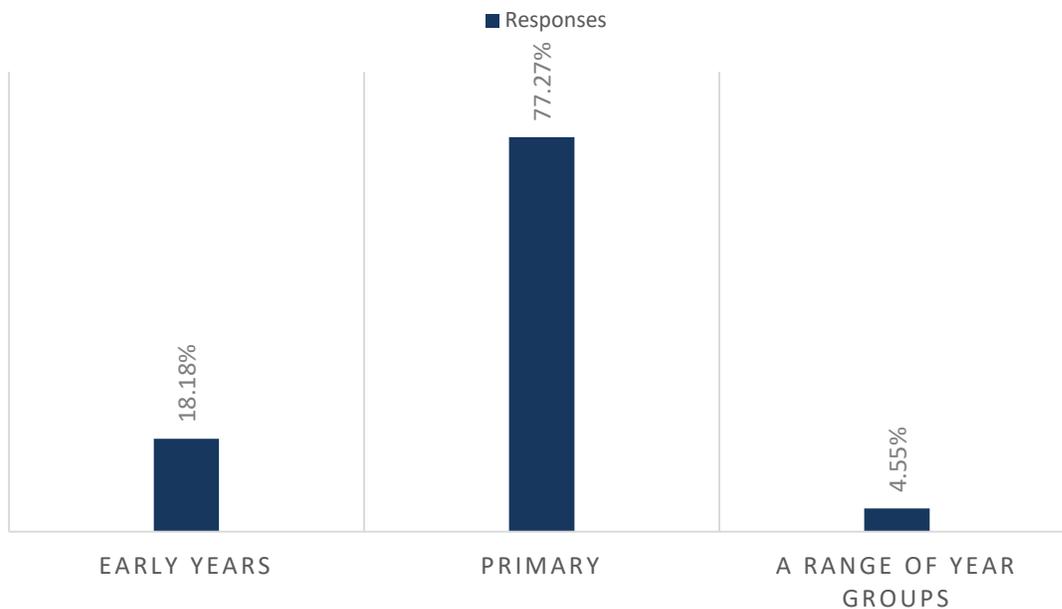
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	14%	3
More than one year but less than three years	27%	6
Three years or more	59%	13
	Answered	22
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

55%

Caymanian

45%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	18%	4
Agree	82%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	5%	1
Agree	72%	16
Disagree	18%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	22
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	77%	17
Disagree	9%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	2
	Answered	22
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	27%	6
Agree	68%	15
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	18%	4
Agree	50%	11
Disagree	18%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	3
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32%	7
Agree	50%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	4
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23%	5
Agree	77%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	22
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	18%	4
Agree	72%	16
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	22
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	45%	10
Agree	55%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	22
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	35%	8
Agree	55%	12
Disagree	0%	0
Strongly Disagree	5%	1
I am unsure or unable to answer the question	5%	1
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23%	5
Agree	55%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	23%	5
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	9
Agree	55%	12
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	22
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	24%	5
Agree	57%	12
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	3
	Answered	21
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	23%	5
Agree	64%	14
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	2
	Answered	22
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	27%	6
Agree	50%	11
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	4
	Answered	22
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	68%	15
Disagree	9%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	18%	4
	Answered	22
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	5%	1
Agree	76%	17
Disagree	5%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	3
	Answered	22
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	14%	3
Agree	77%	17
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	2
	Answered	22
	Skipped	0

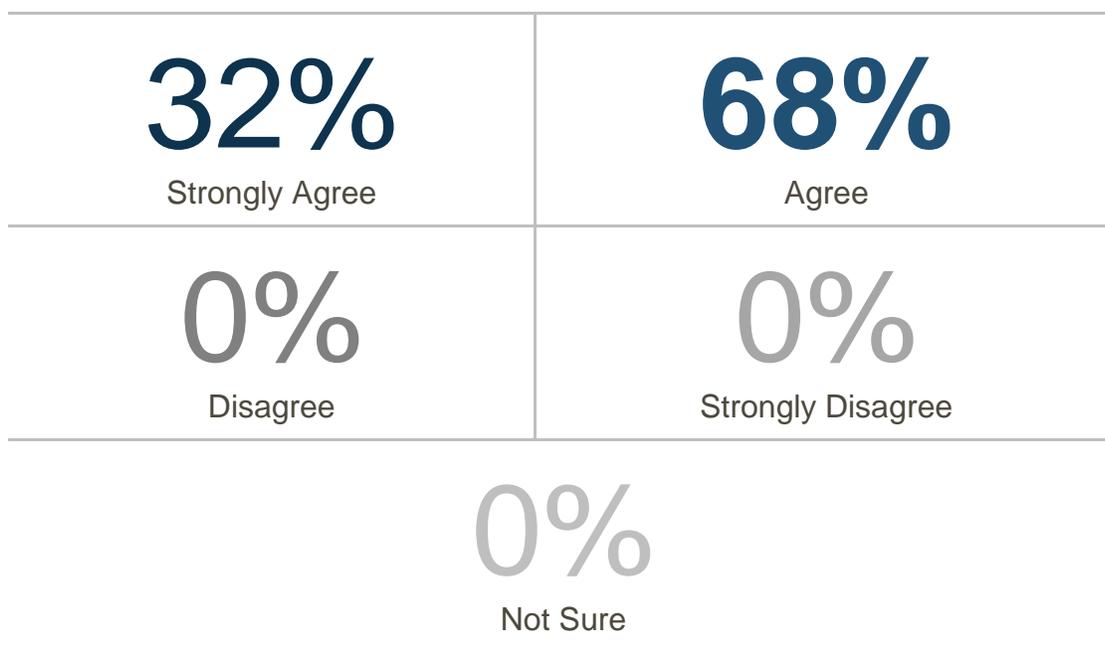
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	36%	8
Agree	59%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	1
	Answered	22
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	27%	6
Agree	59%	13
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	3
	Answered	22
	Skipped	0

Overall, this school provides a good quality of education.

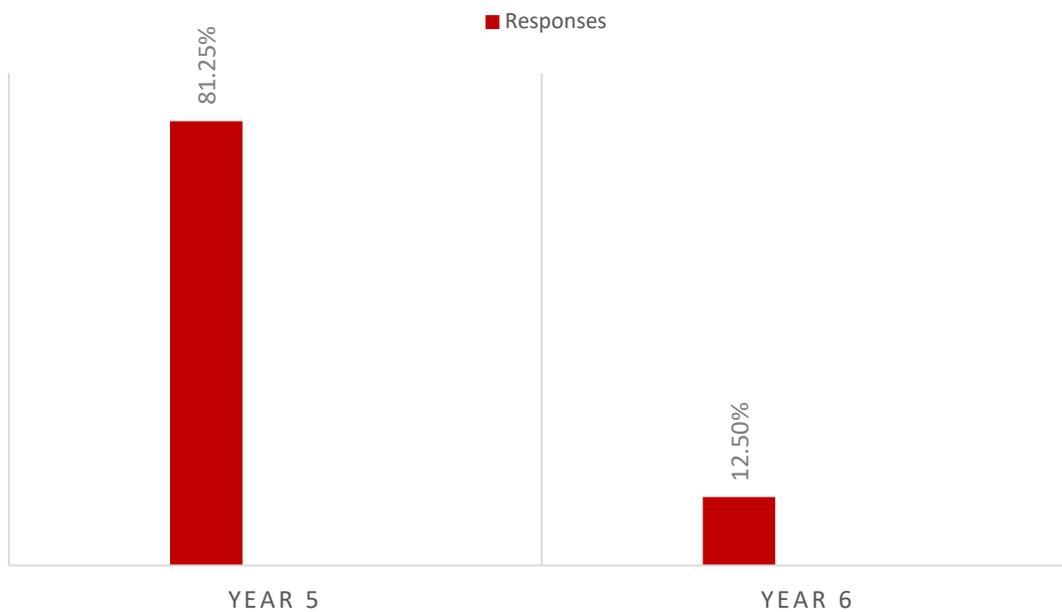


Response	Count
Answered	22
Skipped	0

Appendix 3

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

75%

Caymanian

25%

Non-Caymanian

Please state your gender.

7

Boys

9

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	63%	10
Agree	37%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	63%	10
Agree	37%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	44%	7
Agree	56%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	69%	11
Agree	31%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	37%	6
Agree	63%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	87%	14
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	87%	14
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	75%	12
Agree	25%	4
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	87%	14
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	80%	12
Agree	20%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	15
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	38%	6
Agree	56%	9
Disagree	0%	0
Strongly Disagree	6%	1
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	87%	14
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	94%	15
Agree	6%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	94%	15
Agree	6%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	87%	14
Agree	13%	2
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	63%	10
Agree	37%	6
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	100%	16
Agree	0%	0
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	81%	13
Agree	19%	3
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

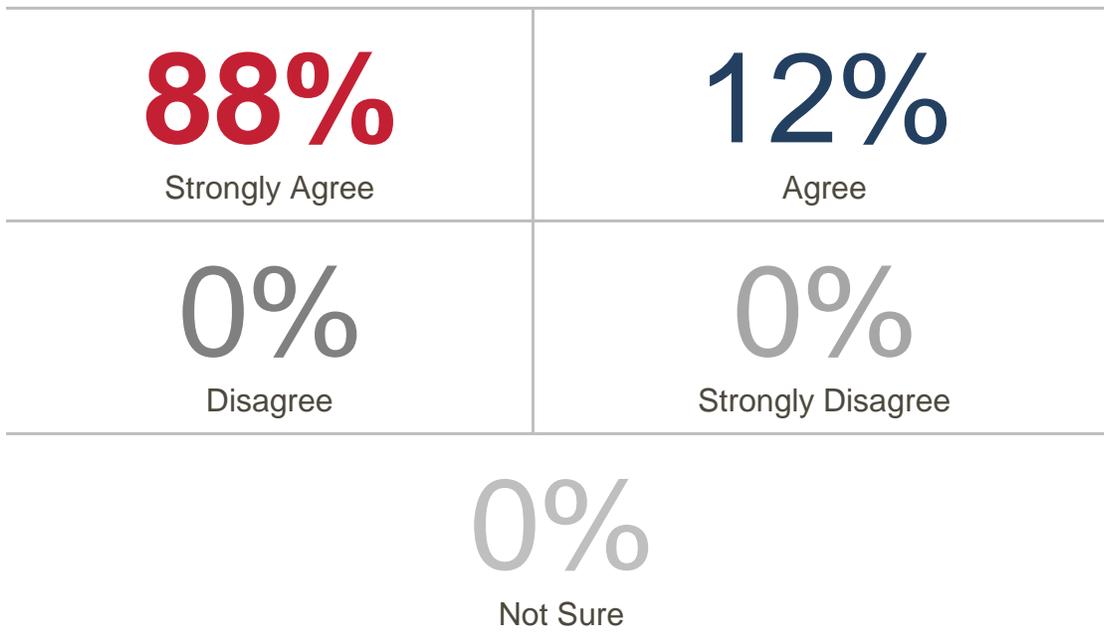
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	94%	15
Agree	6%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	94%	15
Agree	6%	1
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	16
	Skipped	0

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



Response	Count
Answered	16
Skipped	0

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

