



FOLLOW-THROUGH INSPECTION REPORT

EAST END PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS

MARCH 2018

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Introduction

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

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

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

Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement.

Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

Views of stakeholders

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

Follow-Through Inspection of East End Primary School

The Follow-Through Inspection of East End Primary School took place from 13th to 15th March 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Summary

During the Follow-Through Inspection, the inspectorate evaluated the progress that has been made by East End Primary School in addressing the 12 recommendations from the previous inspection report of 2014/15.

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

Recommendation 1

The analysis of students' performance data in order to ensure that they make sufficient progress. Expect students to make at least two sub-levels of progress per year and ensure that no student is standing still or regressing.

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

The Principal had developed effective arrangements to track students' progress. She met with home-room teachers on a regular basis to check students' progress in key areas of the curriculum.

Assessments were used at different points in the academic year to monitor progress. The expectation was that all students should make two-sub-levels progress each academic year.

Data from 2016-17 allowed school leaders to check students' progress in reading, writing and mathematics. For last session this data indicated that most students had made satisfactory progress in Key Stage 1 (Years 1 to 3) in reading and mathematics. Progress was slower in these two subjects in Key Stage 2. In writing, across all stages of the school, progress was too variable from one year to the next. Although expectations overall were high, systems for monitoring progress and the arrangements for additional support and intervention in Key Stage 2, required further development in order to ensure more consistent progress over time.

Recommendation 2

The standards achieved by students, particularly in Key Stage 2. Re-evaluate the effectiveness of having different staff allocated to the teaching of reading, writing and mathematics across a key stage.

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

In the academic year following the baseline inspection, the Principal had reorganised the staff in the school to establish home-room teachers for each year group. This had been effective in addressing the major curricula concerns stated in the previous inspection report. As a consequence of the Principal's staffing changes, home-room teachers held responsibility for all core subjects to be taught to their classes. Specialist teachers continued to work with students at all stages of the school in Spanish, music, art and craft, physical education and information and communication technology (ICT).

At the time of the inspection and in subsequent years, standards of attainment at East End Primary School have been too low. At Year 6, for example, in reading and in the end of year assessment for 2017, only around half of the students left the school achieving the expected levels. In mathematics, similarly, only around one third achieved the required level. There were no examples of achievement at the highest level in these two subject areas. In writing, levels of achievement at Year 6 remained well below the Cayman Island average and significantly below the UK norm.

Inspectors reviewed classwork, assessments and checked levels of attainment in reading, writing and mathematics for Year 6 students in 2017-18. This information indicated some improvement from previous years. Targets set by the staff for the current Year 6 cohort were judged to be ambitious but realistic. This information indicated that levels of achievement were improving and that an increased percentage of students in Year 6 were on track to achieve at the expected level in reading and mathematics in the current academic session.

In writing, however, students' progress was judged to be too slow and achievement for the current academic year had only shown limited improvement from previous years. The school requires a clearer strategy and more effective arrangements to ensure good progress in writing in Key Stages 1 and 2. Achievement in writing was particularly weak at the end of Key Stage 2. The Office of Education Standards will continue to monitor results in writing, as well as in other key subjects. Further decline in 2018 may result in an additional follow-through inspection within six months of the publication of the end of year assessment data.

Recommendation 3

The effectiveness of the teaching of English and mathematics. Check that there is continuity and progression of learning from year to year.

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

Inspectors observed 27 lessons during the follow-through inspection. All home-room teachers were observed teaching English and mathematics as well as a range of other subjects. Art and craft sessions, music, ICT and also Spanish, all taught by specialists, were also observed.

Around one half of the lessons were judged to be good. This constituted a significant improvement from the last inspection where the quality of teaching in 2014-15 was found to be unsatisfactory. Strengths in the quality of teaching included the positive and affirmative relationships between staff and students in the school. Teachers managed their classes effectively and provided good variety in the tasks for students. For example, in one Year 5 literacy lesson, students worked in pairs, reading sentences and deciding whether each sentence was opinion or fact. The teacher modelled the process effectively and provided a range of tasks for students who were achieving at different levels in their English work. Similarly, in Year 4, whilst the teacher focused on developing the reading comprehension skills of one group, the other students were completing different but appropriately challenging tasks, working independently but with maturity and responsibility. One group was engaged in a board game which helped them understand the difference between metaphors, similes and idioms. Another group of students read stories using a laptop and successfully completed activities which checked their reading accuracy and promoted their comprehension skills as well as their ability to scan texts for key information.

Teachers planned lessons effectively, particularly in English and mathematics. Teachers knew their students well and, in the best sessions, planned tasks for individual students to meet their particular learning needs. Teachers were knowledgeable regarding the students' particular weaknesses and dealt with vulnerable students with sensitivity and compassion. Student's work was marked regularly and expectations in terms of presentation and task completion were high. Teachers used praise effectively to encourage students and provided written feedback, which was often detailed and sufficiently formative.

Around one half of the lessons observed were judged to be satisfactory. These lessons were not found to be limited to one phase, year group or section of the school. In these lessons, progress was adequate overall but there was insufficient challenge particularly for higher achieving students. Similarly, in a few lessons, although the teacher planned well for the different levels of ability within the class, the introduction of the lesson took too long and students spent too much time engaged in discussion or planning work and did not manage to complete the set tasks in the given time. In a significant minority of mathematics lessons teachers appropriately spent some time reviewing strategies that students used to calculate solutions to problems. However, such discussions occasionally extended into elaborate consideration of erroneous strategies and this slowed the pace of learning for many students.

Teachers ensured continuity and progression through careful, collaborative planning across different stages of the school. Through partnership with another government primary school, teachers had developed long term curriculum plans which mapped out the main content from year to year. This made sure broad content was not repeated and that concepts were appropriately challenging as the students progressed through the primary years. In English and mathematics, teachers used the curriculum plans and exemplar materials provided by the Department of Education Services. In reading, writing and mathematics, the plans provided a clear structure and organisation both for year group plans and extension activities and homework. Teachers had benefitted from a good programme of continuous professional development and this had focused upon strategies for teaching English and mathematics. The exemplar lessons delivered by specialist coaches from the Department of Education Services and the support provided by the same staff to lead literacy and numeracy co-ordinators had helped all teachers in East End Primary School improve their skills in key areas of the curriculum.

Recommendation 4

The effectiveness of the teaching of English and mathematics. Explore ways of providing the necessary support for the least able and challenge for the most able students.

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

A number of intervention programmes had been introduced since the last inspection to support students requiring additional help with the learning. As well as withdrawal groups for reading and mathematics, in class support was offered by specialist teachers from the Department of Education Services Inclusion Team. These staff members provided positive guidance, encouragement and counselling to the most vulnerable students in the school.

In mathematics, a numeracy 'recovery' programme had been introduced in September 2017 and a group of Year 3 students benefited from regular focused teaching in sessions where they were withdrawn from the main class. The programme had helped most of the participating students make notable progress in their number skills. As a consequence, those students were able to participate in their main class lessons with greater confidence and success. Assessment data was used effectively by senior leaders to target support to the students with specific identified needs. Regular checks helped ensure those students with the greatest learning need participated in the programme.

Reading support and similar intervention programmes were in place for students from Year 1 to 6. Following a reading assessment undertaken earlier in the academic year, students in Years 1 and 2 were provided with daily support. Progress was good in the observed sessions during the follow-through inspection and from September 2016 to June 2017, students in Key Stage 1 were noted to have made good progress in their reading achievement. A review of the teaching timetable for the intervention staff indicated significant scope for more effective deployment of staff to maximise the number of students that could benefit from a more individualised and focused support programme.

In home-room classes, teachers mostly planned well for the different levels of ability within their classes. However, in the actual delivery of lessons, tasks were not consistently well matched to the various needs within the class. Furthermore, in a significant minority of lessons, time was not well managed and set tasks were not completed. Overall, in around half of the lessons, there was insufficient challenge for higher achieving students. As classes were often relatively small in number, there was considerable scope for further extension and enrichment activities to help more able students demonstrate mastery of the lesson content.

Recommendation 5

The breadth of curriculum offered to students. Ensure that all students are receiving a broad and balanced curriculum and are able to access it from their different starting points.

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

Following the last inspection, the Principal had reviewed the curriculum with staff and revised the arrangements for the delivery of all subjects. By reinstating the home-room teachers for all year groups the Principal had established a clear structure to the timetable for all classes and set an appropriate time allocation for each area of the curriculum. In all classes there was sufficient time given for English, mathematics and science as key subjects. In addition, home-room teachers were responsible for the delivery of social subjects and religious education. Specialist teachers delivered lessons in art and craft, ICT, music and physical education. All children, from Reception to Year 6 learnt Spanish. It was noted that the Parent Teachers' Association of the school undertook the cost of the Spanish lessons for the students and this requires review with the Ministry of Education in order to ensure equity across island schools. Overall, the curriculum was broad and balanced and students' experiences were enhanced through a range of extra-curricular opportunities, including swimming, sailing and additional sports.

In addition to the timetabled and taught curriculum, at the beginning of each school day, all students attended morning devotion and had an option to take a free breakfast, if they so wished. This was an essential provision for a number of students and was provided free of charge to participating students through donations from the PTA and local businesses. During the morning assembly, students reviewed the school values and considered ways in which, throughout the day, they could show respect to their peers and to adults. The session provided a calm, positive and healthy start to the school day.

The curriculum in the Reception class was aligned to the Cayman Islands Early Years Framework. The high quality of teaching in the class ensured that all children made good progress in their first year of education at East End Primary School, regardless of their level of prior pre-school experience.

Although planning for the curriculum was, in literacy and mathematics, judged to be a strength of teaching, the provision for other subjects was not yet as comprehensive, detailed or effective. Teachers of science, music and art used various sets of curriculum plans from differing sources and these did not always sufficiently focus on the progressive development of students' skills and knowledge.

Recommendation 6

Monitor and evaluate the effectiveness of ‘specialist’ teaching in reading and writing to ensure that students are making better progress and achieving expected standards.

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

This recommendation is similar in content to a previous recommendation and is therefore reviewed earlier in this report.

Recommendation 7

Draw on best practice in the planning and teaching of lessons to ensure that they motivate, engage and challenge students.

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

Inspectors reviewed teachers' plans for each lesson observed during the follow-through inspection. In addition, the previous years' plans (annual, termly and weekly) were considered, as well as the individual education plans that staff had prepared for students with special educational needs. Overall, inspectors found that planning was of good quality and that teachers drew upon best practice shared within the school. In partnership with another government primary school, curriculum plans were enhanced by the proven success of different strategies and international best practice as guided by the Department of Education Services.

Around half of the 27 lessons observed during the follow-through inspection were judged to be good. In these lessons teachers engaged students through the use of meaningful, practical and real-life contexts for tasks. For example, in the Reception class, children predicted, investigated and observed the properties of different materials. The teacher effectively promoted the children's scientific thinking and set high expectations for all by requiring children to offer extended, well-reasoned explanations for their predictions and observations. In a majority of lessons, teachers provided good opportunities for the students to have responsibility for their learning and think critically about the lesson content. In a Year 6 writing lesson, for example, the teacher shared the rubric for the evaluation of a piece of persuasive writing with all class members. The students then assessed the work of their peers using the rubric, identifying strengths and gaps in each example piece. This helped reinforce the level of expectations set by the teacher for the students' own written work.

The quality of teaching had improved since the last inspection. However, there was scope to improve the quality further and increase the levels of attainment, particularly for the more able students. Assessments undertaken by the school at various points in the student's time in primary indicated that a significant number of students were capable of achieving at the highest level. Over the last few years though, there were too few students who had achieved above the expected level despite indications from profile assessments that they were capable of such levels of achievement. In order to raise achievement even further, the senior leaders and staff should review provision for able students and plan more effective intervention strategies in Key Stage 2 classes.

Recommendation 8

Plan to support all groups of students in lessons by planning activities that are matched to individual needs, so that rapid progress and achievement is made.

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

Across the school, teachers had identified over one third of students who were considered to have some level of additional needs. With support from the special educational needs co-ordinator and the intervention programme staff, the needs of these students were reviewed regularly and specific, individualised programmes were set in place to help improve the rate of the students' academic progress. For a minority of students, individual education plans were written which involved the contribution of external professional expertise, as necessary. The school had well-established links with the inclusion support team, education psychologist and other specialists. Referrals were prompt and staff showed care, compassion and flexibility in their management of the most vulnerable students.

Intervention groups in reading and mathematics were effective in supporting good progress, particularly in Key Stage 1. Strategies needed to be extended, particularly in the development of students' writing skills, into Key Stage 2 to address weaker levels of attainment in this area of the curriculum.

Recommendation 9

In Key Stage 2, ensure that teachers plan together so that there is progression in the teaching of key objectives in reading and writing.

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

The Principal had introduced a number of strategies to improve the curriculum. There had been important developments in planning, curriculum coverage and progression in learning.

Teachers from East End Primary School planned together and also collaborated with colleagues from another local government primary school to oversee the breadth and balance of the curriculum and share good practice. In Key Stages, teachers planned together on a regular basis and the planning was reviewed by senior leaders to ensure compliance with school and government requirements. Using the Department of Education Services literacy guidance and curriculum documentation, teachers organised the curriculum content for English across the year and provided due focus in the literacy sessions each day to reading and writing. For example, each term there was teaching content on different genres of writing. In the previous term students were learning about and creating their own imaginative writing. In the current term the focus was upon persuasive writing. This careful structure, applied across all year groups helped avoid duplication of content.

Although the students' books reflected a good range of writing across the year, progress in improving the quality of writing from Year 4 to Year 6 was too slow. At times, writing activities were incomplete and the two-hour daily session for English was noted to be taken up by reading, planning for writing but too little extended and completed writing tasks. Students' work was well presented in most classes and teachers placed appropriate emphasis upon due attention to legibility and correct letter formation. Approaches to the use of cursive script needed further attention as teachers did not insist upon a joined script as specified by the current Cayman Islands National Curriculum (2008) requirements for English.

Recommendation 10

Identify a lead numeracy teacher to manage the teaching and learning of mathematics within the school. The role should include formal planning for teaching across both key stages, monitoring of teaching and learning and opportunities to share good practice and support the teaching of mathematics.

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

The Principal had appointed a lead numeracy and also a lead literacy teacher for the school. The teachers were gaining experience and confidence as middle leaders overseeing the quality of teaching and standards in the two key areas of the curriculum. With support from the Principal and from the Department of Education Services curriculum specialists, the two lead teachers had embarked upon a programme of monitoring and evaluation. They had observed colleagues teach, undertaken short notice 'drop-in' visits to classes, reviewed students' books and checked teachers' planning. Along with other staff the lead teachers had participated in a good range of professional training; the content of which aligned with international leading practice in pedagogy.

In all formal monitoring procedures developed by the school there was a focus on teaching and the quality of students' learning. This requires further development to incorporate a more regular review of standards of achievement in lessons and the degree to which students are attaining at, below or above expected levels. Arrangements to moderate teachers' marking in writing and other curriculum areas were in place. However, students' understanding of what they need to do in mathematics and in writing, in particular, in order to reach the next level of achievement required further explicit attention in marking feedback and in oral discussion with students.

Lead teachers took an active part in planning across key stages. Using the curriculum plans provided by the Department of Education Services, they had led training sessions for other teachers in the school and benefited from visits to other schools to observe good practice.

Recommendation 11

Teachers should plan ahead with teaching assistants and other class teachers before they cover or teach lessons. Provide opportunities for modelling what is expected in teaching and share good practice.

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

Planning files for each week and for the full academic term were completed in advance. In the short-term absence of the home-room teacher, plans were available to ensure continuity of learning for the students. During the follow-through inspection it was noted that there was no teacher absent, but planning files that were available included details regarding the content of English, mathematics and science lessons for the full week. Plans for lessons to be taught by specialist teachers were not always included in the files or were not, in a number of cases, sufficiently detailed to allow cover staff to deliver the lesson effectively. Lesson plans for certain specialist staff were non-existent or too focused on task completion rather than the specific learning objectives for the lesson or skill development.

Teaching assistants provided good support to teachers and often led group tasks within lessons. In the reception class, for example, one group of children worked successfully with the teaching assistant to complete a science experiment. Similarly, in a Key Stage 1 class, in a Spanish session, the assistant provided effective one-to-one support for one student who struggled to understand and who needed encouragement and direction to focus on the task at hand.

Recommendation 12

Use mathematics assessment for teaching and learning (MaLT) results and other internal assessments to identify students who are under achieving and provide interventions and more direct support during lessons.

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

This recommendation is similar in content to a previous recommendation and is therefore reviewed earlier in this report.

Survey Results

27 parents, 14 staff and 23 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Parents of children from Reception to Y6 completed the survey. Most agreed that their children were making good progress in English, mathematics, science and other subjects. They felt that the quality of teaching in the school was good and the children were inspired to learn. Almost all stated that their children felt safe and cared for in school and that staff helped the children choose a healthy lifestyle. Most parents felt that the school was well led and commented upon the good communication between school and the home. Only around half agreed, however, that parents were effectively involved in the work of the school. Overall, there were high levels of satisfaction expressed by parents though in comments a significant minority wished for the school to receive greater levels of support from the relevant central education departments.

Only teaching staff completed the on-line survey. A majority of teachers had worked in the schools for three years or more. All reported that there were good arrangements to support their professional development. All teachers stated that the school was well resourced and that they were sufficiently involved in the process of school self-evaluation and improvement planning. All agreed that students were treated fairly and that incidents of bullying were dealt with effectively. The teachers stated that good assessment arrangements were in place across the school. Around one third of staff felt that parents were not yet sufficiently well involved in the work of the school.

Almost all Y5 and Y6 students completed the survey. They were very positive about their school and expressed high levels of satisfaction regarding the quality of teaching and the care they received from staff. Most students stated that they were treated fairly at East End Primary School and they enjoyed the wide range of extra-curricular activities that was made available to them. A significant minority felt that the behaviour of other students in the school was not good, though they did feel confident that incidents of bullying would be dealt with effectively by staff. Most students felt that teachers helped them to choose a healthy lifestyle and almost all stated that they received regular reports about their progress. Most students expressed satisfaction with the quality of education provided by East End Primary School.

What happens next?

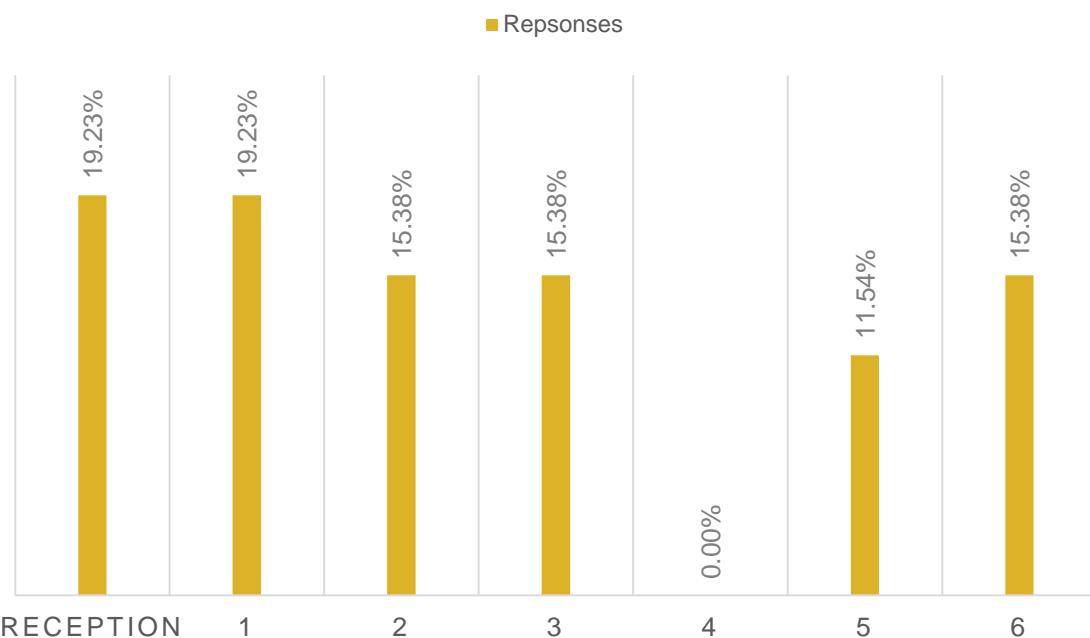
As overall progress has been judged as **satisfactory**, there will be no immediate further Follow-Through Inspections of East End Primary School.

The Office of Education Standards will continue to monitor students' attainment and progress in the school and, should there be a decline in achievement at the end of academic year 2017-18, an additional follow-through inspection will be undertaken within six months of the publication of the end of year assessment results.

Appendix 1

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	25
Skipped	2

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

Response	Percentage	Count
Less than one year	14.81%	4
More than one year but less than three years	44.44%	12
More than three years	40.74%	11
	Answered	27
	Skipped	0

What is your nationality?

85.19%

Caymanian

14.81%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	34.62%	9
Agree	53.85%	14
Disagree	7.69%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	30.77%	8
Agree	57.69%	15
Disagree	3.85%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	2
	Answered	26
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	23.08%	6
Agree	53.85%	14
Disagree	7.69%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.38%	4
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42.31%	11
Agree	50.00%	13
Disagree	3.85%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	7.69%	2
Agree	61.54%	16
Disagree	19.23%	5
Strongly Disagree	7.69%	2
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	30.77%	8
Agree	46.15%	12
Disagree	11.54%	3
Strongly Disagree	3.85%	1
I am unsure or unable to answer the question	7.69%	2
	Answered	26
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	23.08%	6
Agree	53.85%	14
Disagree	11.54%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.54%	3
	Answered	26
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	40.00%	10
Agree	48.00%	12
Disagree	4.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	2
	Answered	25
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	44.00%	11
Agree	48.00%	12
Disagree	8.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	25
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	36.00%	9
Agree	52.00%	13
Disagree	12.00%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	44.00%	11
Agree	24.00%	6
Disagree	16.00%	4
Strongly Disagree	8.00%	2
I am unsure or unable to answer the question	8.00%	2
	Answered	25
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	20.00%	5
Agree	44.00%	11
Disagree	12.00%	3
Strongly Disagree	4.00%	1
I am unsure or unable to answer the question	20.00%	5
	Answered	25
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	20.00%	5
Agree	64.00%	16
Disagree	8.00%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	2
	Answered	25
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	60.00%	15
Agree	36.00%	9
Disagree	4.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	25
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	40.00%	10
Agree	52.00%	13
Disagree	4.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.00%	1
	Answered	25
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	36.00%	9
Agree	44.00%	11
Disagree	4.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.00%	4
	Answered	25
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	40.00%	10
Agree	44.00%	11
Disagree	4.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.00%	3
	Answered	25
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	58.33%	14
Agree	25.00%	6
Disagree	4.17%	1
Strongly Disagree	4.17%	1
I am unsure or unable to answer the question	8.33%	2
	Answered	24
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	36.00%	9
Agree	36.00%	9
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	28.00%	7
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	20.00%	5
Agree	40.00%	10
Disagree	4.00%	1
Strongly Disagree	4.00%	1
I am unsure or unable to answer the question	32.00%	8
	Answered	25
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	40.00%	10
Agree	44.00%	11
Disagree	12.00%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.00%	1
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	32.00%	8
Agree	40.00%	10
Disagree	8.00%	2
Strongly Disagree	4.00%	1
I am unsure or unable to answer the question	16.00%	4
	Answered	25
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	48.00%	12
Agree	44.00%	11
Disagree	4.00%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.00%	1
	Answered	25
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	41.67%	10
Agree	54.17%	13
Disagree	4.17%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	24
	Skipped	3

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	48.00%	12
Agree	44.00%	11
Disagree	0.00%	0
Strongly Disagree	4.00%	1
I am unsure or unable to answer the question	4.00%	1
	Answered	25
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	40.00%	10
Agree	48.00%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.00%	3
	Answered	25
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	8.00%	2
Agree	48.00%	12
Disagree	24.00%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	20.00%	5
	Answered	25
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	32.00%	8
Agree	28.00%	7
Disagree	0.00%	0
Strongly Disagree	4.00%	1
I am unsure or unable to answer the question	36.00%	9
	Answered	25
	Skipped	2

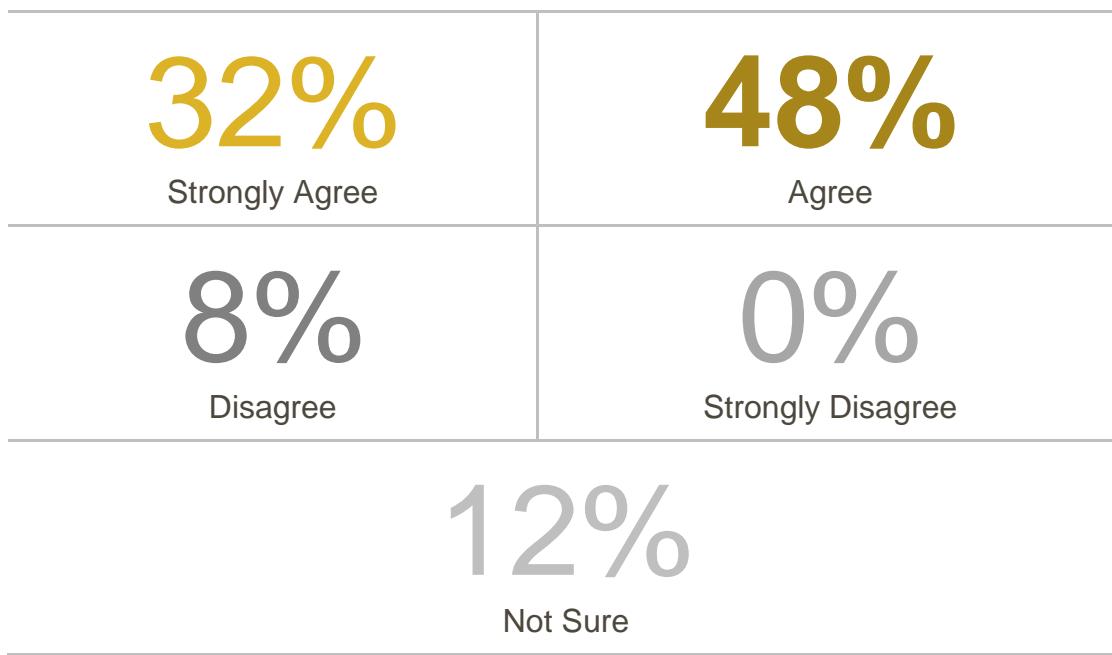
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	32.00%	8
Agree	60.00%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	2
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	24.00%	6
Agree	68.00%	17
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	2
	Answered	25
	Skipped	2

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

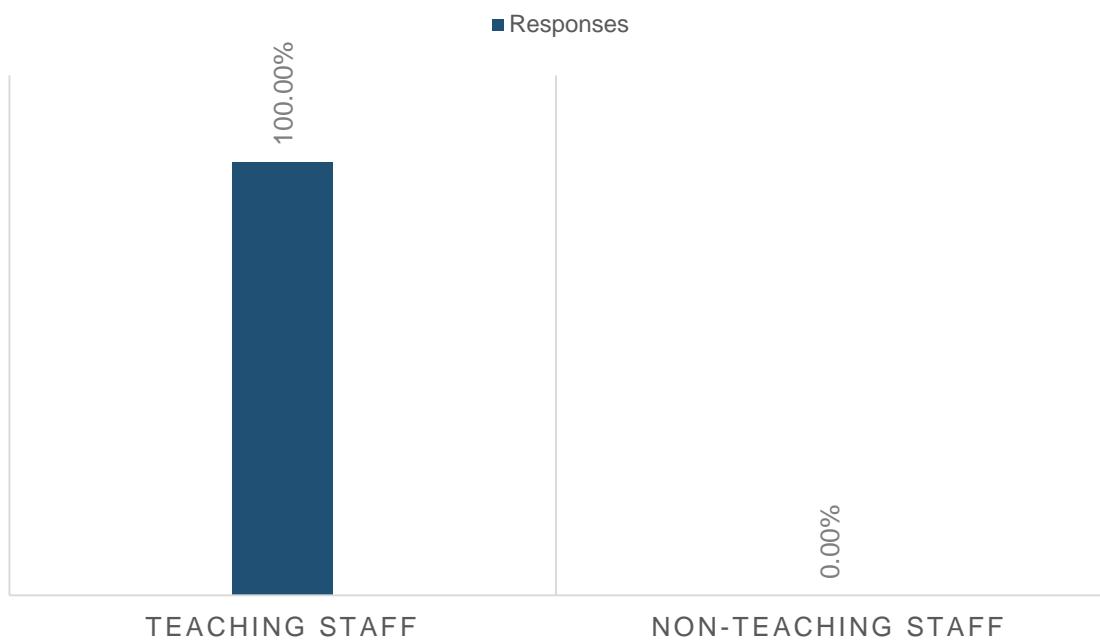


Response	Count
Answered	25
Skipped	2

Appendix 2

Office of Education Standards | Staff Survey 2018

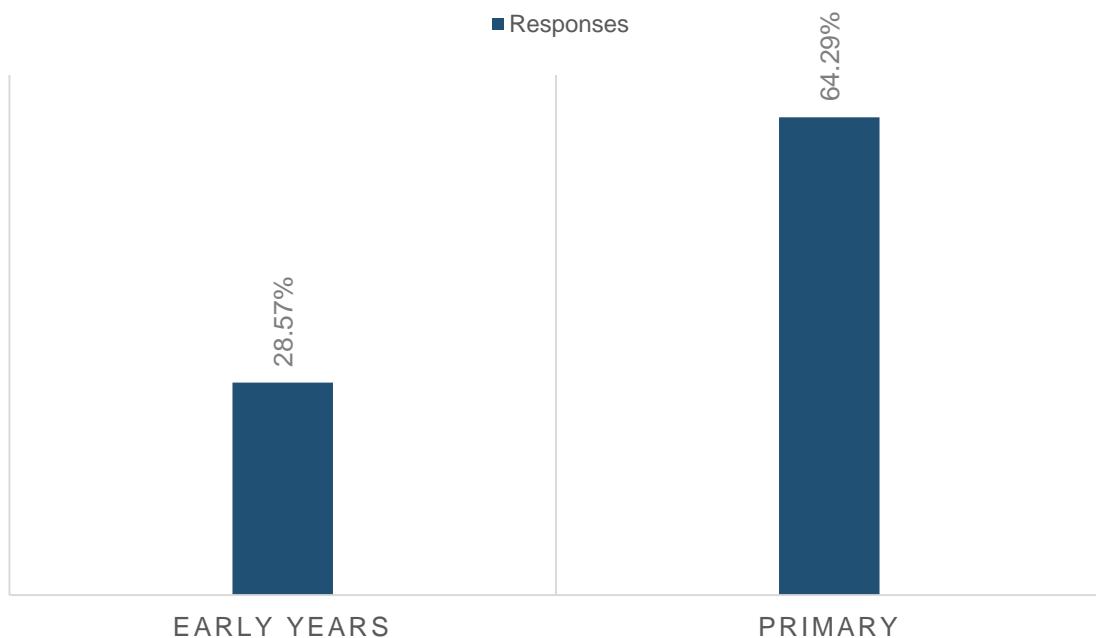
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	7.14%	1
More than one year but less than three years	35.71%	5
Three years or more	57.14%	8

Which age-group of students are you mostly supporting?



What is your nationality?

50%

Caymanian

50%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	8.33%	1
Agree	58.33%	7
Disagree	25.00%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	1
	Answered	12
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	7.69%	1
Agree	61.54%	8
Disagree	23.08%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	1
	Answered	13
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	7.69%	1
Agree	84.62%	11
Disagree	7.69%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	13
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	41.67%	5
Agree	58.33%	7
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	27.27%	3
Agree	72.73%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	63.64%	7
Agree	36.36%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	11
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	58.33%	7
Agree	41.67%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	33.33%	4
Agree	58.33%	7
Disagree	8.33%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	50.00%	6
Agree	50.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	66.67%	8
Agree	33.33%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	50.00%	6
Agree	50.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	45.45%	5
Agree	45.45%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	1
	Answered	11
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	58.33%	7
Agree	41.67%	5
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	50.00%	6
Agree	50.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	50.00%	6
Agree	50.00%	6
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	16.67%	2
Agree	50.00%	6
Disagree	25.00%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	1
	Answered	12
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	16.67%	2
Agree	50.00%	6
Disagree	25.00%	3
Strongly Disagree	8.33%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	8.33%	1
Agree	75.00%	9
Disagree	0.00%	0
Strongly Disagree	8.33%	1
I am unsure or unable to answer the question	8.33%	1
	Answered	12
	Skipped	2

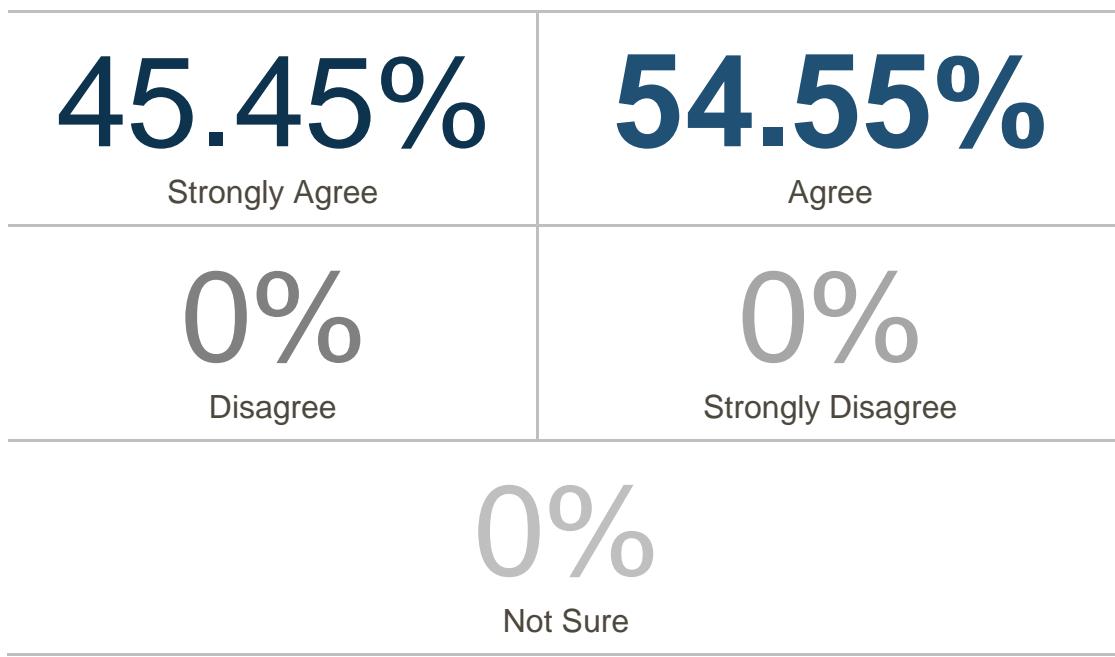
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	75.00%	9
Agree	25.00%	3
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	33.33%	4
Agree	66.67%	8
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	12
	Skipped	2

Overall, this school provides a good quality of education.

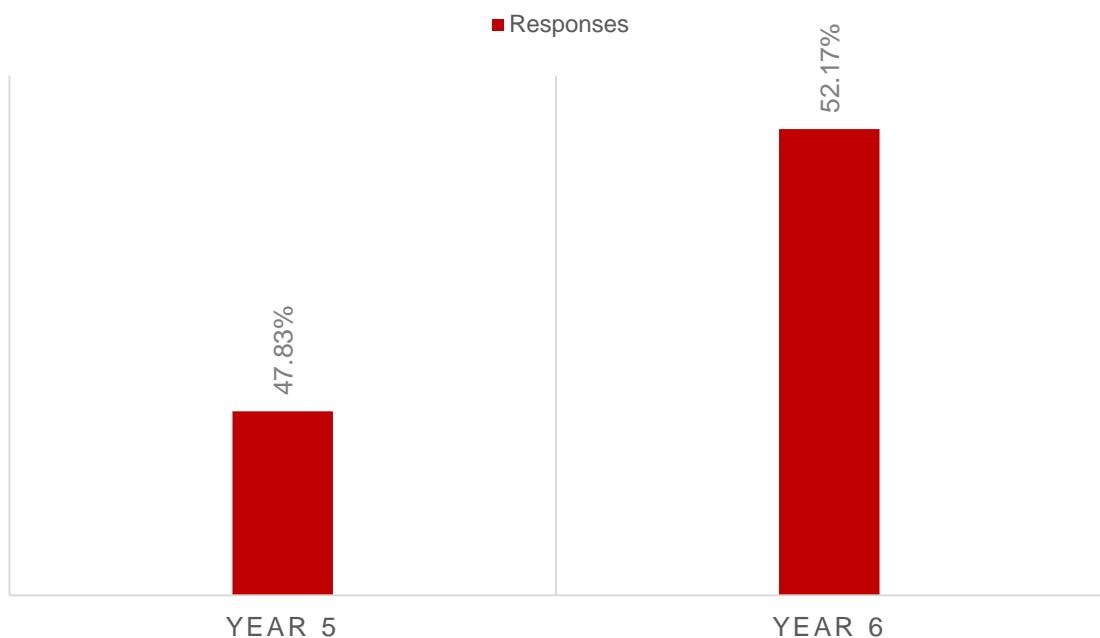


Response	Count
Answered	11
Skipped	3

Appendix 3

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

86.96%

Caymanian

13.04%

Non-Caymanian

Please state your gender.

11

Boys

12

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	26.09%	6
Agree	60.87%	14
Disagree	8.70%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	43.48%	10
Disagree	8.70%	2
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	56.52%	13
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.48%	10
Agree	43.48%	10
Disagree	8.70%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	52.17%	12
Disagree	30.43%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	17.39%	4
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	21.74%	5
Agree	43.48%	10
Disagree	30.43%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	18.18%	4
Agree	68.18%	15
Disagree	4.55%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	2
	Answered	23
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	56.52%	13
Agree	43.48%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	47.83%	11
Agree	47.83%	11
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	60.87%	14
Agree	26.09%	6
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	34.78%	8
Agree	65.22%	15
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	17.39%	4
Agree	56.52%	13
Disagree	13.04%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.04%	3
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	52.17%	12
Agree	34.78%	8
Disagree	13.04%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	56.52%	13
Agree	43.48%	10
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	47.83%	11
Disagree	8.70%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	26.09%	6
Agree	60.87%	14
Disagree	4.35%	1
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	31.82%	7
Agree	36.36%	8
Disagree	13.64%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	18.18%	4
	Answered	22
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	9.09%	2
Agree	77.27%	17
Disagree	4.55%	1
Strongly Disagree	9.09%	2
I am unsure or unable to answer the question	0.00%	0
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	43.48%	10
Disagree	4.35%	1
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.45%	10
Agree	54.55%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	22
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	52.17%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	43.48%	10
Agree	52.17%	12
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	26.09%	6
Agree	39.13%	9
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	30.43%	7
	Answered	23
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	39.13%	9
Agree	34.78%	8
Disagree	4.35%	1
Strongly Disagree	8.70%	2
I am unsure or unable to answer the question	13.04%	3
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.48%	10
Agree	52.17%	12
Disagree	4.35%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	43.48%	10
Agree	39.13%	9
Disagree	13.04%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.35%	1
	Answered	23
	Skipped	0

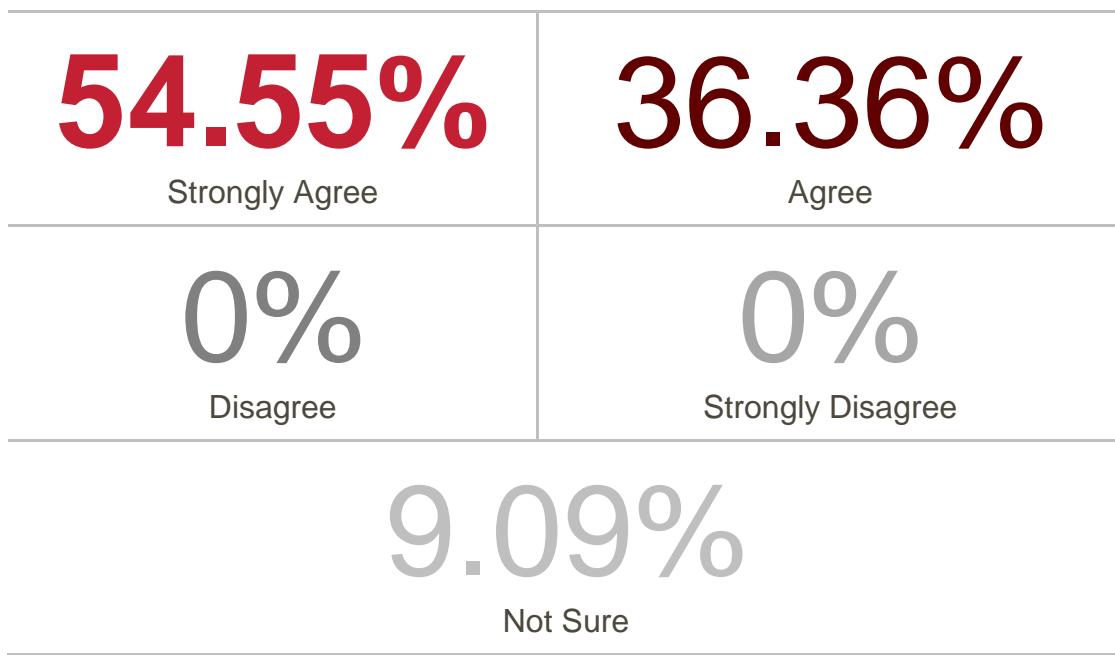
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	47.83%	11
Agree	39.13%	9
Disagree	0.00%	0
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	8.70%	2
	Answered	23
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	43.48%	10
Agree	43.48%	10
Disagree	8.70%	2
Strongly Disagree	4.35%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	23
	Skipped	0

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



Response	Count
Answered	22
Skipped	1

Office of Education Standards

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.pocs.gov.ky

