



INSPECTION REPORT

FIRST BAPTIST CHRISTIAN SCHOOL

OFFICE OF EDUCATION STANDARDS
March 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 based on 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 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 First Baptist Christian School

Name of school	First Baptist Christian School
Address	920, Crewe Road, George Town, Cayman Islands KY1-1003
Telephone	01-345-945-7906
E-mail address	fbcs@fbcs.edu.ky
School Website	www.fbcs.edu.ky
Principal	Mrs. Janet Durksen, Elementary Director Mrs. Mary Bowerman, Interim Head of School
School day timing	8.10am to 2.45pm.
Age range of students	4 to 11 years
Number of students	153
Number of teaching staff	16
Number of support staff	2
Date of last inspection	7 th November 2007

The context of the school

First Baptist Christian School is a small Christian private school that caters for students from Kindergarten to Grade 6. The school is owned by the First Baptist Church of the Cayman Islands and oversight to the work of the school is provided by the School Ministry Team (SMT) who are accountable to the Elders of First Baptist Church. First Baptist Christian School opened in 1997 as a not for profit, co-educational school with membership of the Association of Christian Schools International (ACSI).

The school's mission is 'to provide academic excellence in a Christ-centred environment that meets the educational, physical and spiritual needs of each individual'. The school has a current enrolment of 153, of which 27 students are in the Kindergarten and 126 students in the elementary sector. Half of the students are Caymanian.

In 2018, the SMT appointed a Director with responsibility for Kindergarten to Grade 6. At the time of the inspection, the Board of Trustees was awaiting the appointment of a new Head of School. In the meantime an Interim Head of School was appointed to further support the work of the school. There were two further middle leaders with responsibility for reporting procedures, whole school data management, behaviour management, and a range of day-to-day tasks to support the smooth running of the school. There were also two teachers who co-ordinated literacy and numeracy and whose role was to strengthen these areas across the school.

School leaders had adopted the Virginia State Curriculum Standard to guide the planning and delivery of the curriculum throughout the school.

The First Baptist Christian School administers two external examinations in the spring of each school year. The Terra Nova tests were first used in the 2011-12 academic year to assess students' academic achievement in English, mathematics and science. Since 2009, the school has further administered the on-line Renaissance Learning Star mathematics and reading tests three times each year to determine student achievement from Kindergarten to Grade 6.

The First Baptist Christian School uses American grade levels. For the purposes of this report, information regarding the school is organised into two phases:

- Kindergarten; for children aged from five to six years of age;
- Elementary; for students in Grades 1 to 6, from six to 11 years.

At the time of the inspection, there were a small number of students in the incorrect grade level. The school was also coping with three teacher vacancies, one of which resulted in a class size being larger than usual.

Key strengths

Inspectors identified the following strengths in the school:

- the positive relationships among school leaders, students and staff, supported by the Christian beliefs and the nurturing environment of the school;
- student's positive behaviour for good learning;
- opportunities for students to contribute to their school and their good civic and environmental understanding;
- the school effectively promoted the health and safety of the students and staff.

Recommendations

Inspectors identified the following areas requiring improvement:

- raise students' attainment and progress in English;
- improve assessment by:
 - developing a rigorous assessment system that provides reliable information, which teachers can use to plan learning;
 - training teachers in the use of data to inform how best to meet the needs of all students.
- devise a broad and balanced curriculum that is rigorous, aligned to international standards, and provides an appropriate level of challenge for students, so that they become effective learners;
- school leaders should sharpen school self-evaluation and improvement planning by:
 - creating a whole school understanding of high-quality and effective teaching;
 - implementing rigorous monitoring of classroom practice and holding teachers accountable for agreed effective practice;
 - aligning judgments more closely to the Cayman Islands framework for self-evaluation and inspection.

Summary

Overall Evaluation - Satisfactory

Overall, the performance of First Baptist Christian School was judged to be satisfactory. This is because a majority of the quality indicators were judged to be at least satisfactory, including the teaching and leadership judgements. The satisfactory judgements were:

- students' attainment and progress in science and mathematics;
- the quality of teaching and learning;
- leadership and staffing and the learning environment;
- links with parents and the community.

The school also had a few of good judgements. These included:

- students' behaviour;
- students' civic and environmental understanding;
- health and safety.

Inspection judgements for a minority of quality indicators were judged to be weak:

- the quality of students' attainment and progress in English;
- assessment;
- the curriculum;
- leaders' self-evaluation and improvement planning.

Achievement

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

Attainment in English was weak in both Kindergarten and elementary phases. Work in lessons showed that attainment was inconsistent throughout the school. It was better in a minority of classes but too low in most classes and year groups. Students' skills, knowledge and understanding in reading and writing did not meet internationally expected standards. In Kindergarten most children were developing a love of books and rhymes but only a majority of students were able to use phonemes and digraphs to blend sounds. In the elementary phase a majority of students were writing extended stories that showed they understood the simple rules of grammar and they could spell high frequency words accurately. Only a minority could apply these skills to different forms of writing and audiences.

Attainment in mathematics was satisfactory. The majority of teachers encouraged students to delve into appropriately challenging mathematical concepts relating to time, classification and number. As a result, most students achieved in line with expectations. For example, in Kindergarten most children were confident to use mathematical language to describe shapes. However, students across both phases rarely demonstrated higher level mathematical skills because of the weak mathematics curriculum. For example, too few students in Grade 1 were able to count forward and backwards to 100 with accuracy. In the majority of mathematics lessons, elementary students' critical thinking was underdeveloped, so their understanding lacked depth when they applied their skills and knowledge in different contexts. In the elementary phase an inspectors' analysis of student work showed there were significant gaps in students' understanding of key skills including the representation of data in graphs, charts and tables, number stories and fractions. In Grade 6 lessons on the classification of number, such as types of fractions, most students' achievement was below international standards.

Attainment in science was satisfactory in both phases. Lessons observations and student portfolios showed that students' attainment in science from kindergarten to Grade 6 was broadly in line with international standards. In Kindergarten, most of the children's scientific knowledge and understanding regarding earth and space was satisfactory. Students in Grade 4 learned about rocks and minerals and their uses and they made good links to Caymanian geology. Grade 5 most students could describe weather patterns and how ocean temperatures led to hurricanes. Children's work in the Kindergarten phase of the school showed most could use technological equipment such as magnifying glasses, rulers and collecting tools to meet the standards from the Cayman Islands early years curriculum.

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

Progress over time in English was weak, because only a minority of students were making the required progress in their learning. In Kindergarten, most children demonstrated a limited use and range of vocabulary. Few children made sufficient progress in their language and communication skills. In elementary, listening and speaking skills had not progressed well as there were limited opportunities for students to develop their skills of conversation in a variety of contexts. There was evidence that a few of the students' achievement in reading and writing worsened over time. Work in class and in portfolios demonstrated that students were not covering core content in English or using the same strategies year on year. Consequently, their skills were not systematically developed. In Kindergarten a minority of children received instruction that was in line with the most up-to-date practice. For example, current international phonics techniques were well taught in one class but not in another, resulting in inconsistent progress across the year. Work in English was of variable quality and whilst it was good or satisfactory in a few instances, there were far too many groups where progress was weak.

Progress over time in mathematics was satisfactory in both phases. Portfolio evidence demonstrated how children in Kindergarten had begun to explore the meaning of addition by making connections between concrete and verbal representations of numbers. In Grade 1, most students were developing the skills of telling the time and measuring accurately. Inspectors' reviews of the students' work showed that most students made satisfactory progress over time because teaching and in-class support in most classes was tailored appropriately to their needs. Students' were also developing their problem-solving skills. Only a few students made better than expected progress because most were not challenged enough in their learning.

Progress in science was satisfactory overall. Most students made expected progress in their ability to complete scientific investigations which used a range of technical equipment. As a result, most students had a satisfactory grasp of basic scientific vocabulary and could use it to describe how they had explored the world around them. In elementary, more structured lessons enabled students to make satisfactory progress. For example, science lessons often related the content to Caymanian life through topics such as hurricanes, ocean layers, rocks and minerals.

Students' personal and social development

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

Students' positive behaviour for learning was good. Most students displayed positive attitudes to learning and were respectful to staff and their peers. High expectations of behaviour were evident throughout the school and underpinned by a strong Christian ethos. Relationships between staff and students were warm and affirming and staff were positive role models for students. Most students reported that they felt safe and well cared for at school. Almost all students conformed to the school's uniform policy. Attendance was good and most students were punctual in arriving at school and for lessons throughout the school day.

Students' civic and environmental understanding was good. Most students demonstrated an age-appropriate understanding of the distinctive features of Caymanian life, the islands' traditions and its Christian values. The school provided a nurturing and inclusive environment and most students were developing a greater awareness of inclusion and respect for others through school-wide activities, such as 'Rock your Socks' during which they showed awareness of World Down Syndrome Day. The majority of students demonstrated empathy and understanding and had participated in fundraising activities to support the Cayman Hospice and the Breast Cancer Foundation. Similarly, the school's character education programme effectively supported students' religious and global understanding. Involvement in the students' council provided opportunities for students to develop their leadership skills and to build their confidence. Most students understood the need to protect the environment. For example, the students had collected bottle tops for recycling and Grade 4 to 6 students had participated in the naming and release of sea turtles. Notably, in a Kindergarten lesson, the teacher had used local stimuli such as flippers and a picture of a turtle caught in plastic to engage children in age-appropriate discussions about the dangers of plastics to marine life.

Teaching, learning and assessment

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

Teaching was satisfactory. In Kindergarten most children followed classroom procedures and expectations regarding behaviour. At all stages, teachers shared learning objectives and concluded lessons by checking students' understanding. Teachers managed transitions to ensure students understood new tasks and planned most lessons around the completion of printed worksheets. However, the worksheets only met the needs of certain students, so a more diverse range of tasks were needed. In elementary, teaching was satisfactory because teachers' subject knowledge was used to plan lessons accurately. In science, one teacher prepared jars of layered substances to represent ocean layers which helped students' understanding. In most specialist lessons such as Physical Education, music and information technology, the quality of teaching was good because lessons were planned well, and students were engaged and challenged throughout. In both phases, the majority of lessons were highly teacher directed and students did not experience enough challenge or have the opportunity to engage in problem solving. In the better lessons, teachers included a variety of activities in their lessons to meet differing needs and engage students.

Learning was satisfactory. Most students had positive attitudes and were eager to learn. When teachers talked for too long or activities were not engaging, a few students became restless and distracted, particularly in the Kindergarten classes. Where learning was better, students were engaged throughout the lesson. In one lesson, students were able to present their project work on simple machines while those who were observing listened closely. In most classes, students had only a generalised view of how well they are doing. Students made connections to previous learning and remembered the steps that they have taken. In the upper grades they were able to work in groups showing consideration for each other's ideas. Students particularly enjoyed those lessons which related to their island home and other real-world situations such as turtle conservation and island history. In all elementary classes, students were able to work independently for short periods, and the upper grades were able to use technology to undertake research. Lessons observed did not provide students with enough opportunities to think critically.

Assessment arrangements were weak. At the time of the inspection, the school was in the process of changing their grading policy and assessment practices. While school leaders had identified this as an area of concern and given guidance to teachers there was no clear whole school approach to assessment. Assessment was a stand-alone process rather than a part of the planning and teaching cycle. While a few teachers had started using assessments to track students' progress and had a clear understanding of their strengths and weaknesses, most did not. A majority of students lacked understanding about how well they were doing and what they needed to do next to improve their work. Occasionally, written feedback to students identified what had been achieved and students' next steps for learning but too often it focused on

spelling and handwriting. Teachers did not fully understand how to make use of available assessment data to inform their lesson planning and so, while data was collected, lesson plans did not show how gaps in learning were to be addressed. The lack of sufficient standardised data meant that the school did not track students' progress with accuracy.

Curriculum

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

The curriculum was weak in both phases of the school. The school had used an American State standard guide for subjects from Kindergarten to Grade 6 for many years as its core curriculum. This was in fact a set of subject standards for students to work towards rather than a structured and coherent curriculum guide for staff. The expectations of students' achievement contained within the standards were too low to meet current international standards.

The school gave the students a curriculum underpinned by a strong Christian ethos and the principle of inclusion. There were extra-curricular opportunities for students to participate in civic and environmental topics. These enriched the curriculum and offered students activities where they could develop their understanding of the local area and its flora and fauna. Such content helped students understand the importance of caring for the environment and raised their awareness of those less fortunate than themselves. However, the curriculum across the school was also inconsistent. Students' day-to-day experience of a broad and balanced curriculum was too variable. Not all classes had a similar offer; timetables varied, and some classes had lessons that others did not experience. The school had not aligned their Kindergarten curriculum with the requirements of the Cayman Islands Early Years curriculum framework.

Time for subjects was apportioned inconsistently. For example, students in a few classes experienced long lessons for English, which allowed work to be developed both in depth and at length. Other teachers, however, had broken up the allotted time into shorter periods, during which aspects of the subject were taught in isolation. Teachers had considerable amounts of non-teaching time that was not directed to benefit the whole school.

Safety and support

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

Health and safety arrangements were good. The policies and procedures for ensuring students' health and safety were in place and implemented consistently. Staff took care to keep students safe when they were arriving at or leaving school. They escorted them around the buildings and supervised them well during non-class time. Staff were vigilant as the site was shared with Wee Care Early Education Centre and the Church, which was open to all. The health and safety equipment was regularly checked and maintained and the required certificates for specialist equipment were in order. Evacuations were practised and exit instructions were visible around the school. Good records were kept of drills and their effectiveness. The school met the fire department requirements and had the appropriate certification. The buildings and equipment were in a good state of repair although the field was not used for track and other sports as it required maintenance. The school encouraged healthy lifestyles; school lunches and most of the packed lunches reflected this. However, break-time snacks were not all as nutritious. Information about allergies and medical care were well circulated to those who needed to know, and good care was given to students who felt unwell during the school day. Checks were made to ensure that transport and other aspects of a school trip were appropriate before it was undertaken. Child protection measures were good because staff were regularly trained and understood the process for referring concerns and kept appropriate records.

Support and guidance for students was satisfactory. The small number of students in each class and the positive ethos of the school meant that teachers were able to create a trusting family environment where students felt confident and secure and able to discuss any concerns. The school had clear policies and procedures and satisfactorily monitored individual attendance. The school leaders and designated staff worked closely with families to address any concerns. Most teachers followed the guidelines and procedures that helped them to know the students' social and emotional needs well. Students were able to approach any adult within the school for support and guidance. Students with special educational needs were supported within the school in a variety of ways through modifications in lessons or individual support assistants. The school leaders monitored the progress of the students in the temporary absence of the special needs co-ordinator. Accommodation was suitable and accessible to wheelchairs. The special education policy set out the procedures for identifying and supporting students but this policy was new and had yet to fully impact on school practice.

Leadership and management

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

Leadership was satisfactory. The school leaders had developed a clear Christian ethos that underpinned the education of all students. A newly appointed Elementary Director, assisted by an Interim Head of School, administered the work of the school effectively. These school leaders monitored the quality of teaching and learning through a developing performance management system which had started to impact upon improvements to the quality of teachers' lesson planning and interim assessments. Although the school leaders and staff worked collaboratively to improve the school, there was a need for clearer guidance to staff on the nature of the school improvement work they required teachers to undertake in their non-contact time. For example, the plans for curriculum development and improvement had not yet been implemented with sufficient urgency.

The schools' self-evaluation and improvement planning were weak. Leaders monitored the teachers' implementation of the curriculum and used the data from assessment outcomes, but they were not rigorous enough in their evaluation. As a result, the self-evaluation was not closely aligned to the Cayman Islands self-evaluation and inspection framework. Leaders lacked an overriding strategic plan to guide their actions and the SMT's vision for the school was unclear. Leaders were monitoring a significant number of priorities simultaneously which reduced their effectiveness. For example, the implementation of a rigorous curriculum framework had been too slow.

Links with parents and the community were satisfactory. The school had an active parent teacher fellowship and positive links to the community, including the First Baptist Church. These impacted positively on students' experiences. Events such as charity fundraising were beneficial to promoting students' civic duties and care. These links provided additional resources for the classrooms which enhanced students' learning. There were well-established links with parents to support students' well-being through healthy living development, although communication was not as strong with regards academic progress. The school reported regularly to parents about their student's progress. However, changes to the way students' attainment and progress was reported at the beginning of the academic year had confused parents. The rationale was not explicit and guidance to parents was vague regarding how best to follow up in supporting their children. Leaders' communication was primarily focused on school events and celebrations.

The school's staffing and learning environment were satisfactory. There were challenges for school leaders to maintain a full teaching staff. Actions were taken to use cover teachers, who

were mostly being deployed long-term. The deployment of staff was adequate in providing office and classroom support for learning, including assistance for students with special educational needs. Throughout the school, there were a good selection of learning materials available to support the delivery of the curriculum and enhance student learning, including music and physical education equipment. In the library there was an appropriate, age-related range of fiction and non-fiction reading materials, as well as technology equipment.

Survey results

Eighty-one parents, 14 staff and 49 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Eighty-one parents of children from almost all grades completed the on-line survey in advance of the inspection. The survey results were very positive because almost all parents felt that their children were making good progress in English and other subjects and that behaviour was good. Almost all said that their children were acquiring a good environmental understanding and developing a strong sense of responsibility as a member of the wider community. An overwhelming proportion of parents were confident that the school kept their children safe. Almost all believed that the school provided good quality resources to support learning and were confident that staff were suitably skilled and qualified. A majority of parents believed that the school was well led and stated that they received good information about the school's improvement plans. Most parents thought that communication with the school was good and almost all thought the school responded appropriately to their concerns and that school reports were regular and informative. Only a majority thought that parent-teacher meetings were regular and helpful. A majority of parents felt that they were effectively involved in the work of the school and that the school enjoyed wider links with the community. Almost half the parents who completed the survey made additional comments. A number commented that they would like more extra-curricular activities and there were opposing views on the effectiveness of communication between school and home. A number of parents commented on the disruptive effect of changes in the administration. The most positive comments were about the Christian ethos of the school and the positive effect it had on their children.

Fourteen members of staff completed the survey. A majority had worked at the school for three years or more. Almost all staff were very positive in their views because they believed that behaviour was good, that students were treated fairly and that incidents of bullying were dealt with effectively. Most staff thought that students understood their responsibilities as members of a wider community and had good environmental understanding. A majority believed that assessment systems were good and almost all thought that there was a good range of extra-curricular activities on offer. Most staff believed that the school offered students good advice on how to improve their learning and all staff judged that the school environment was safe and caring and helped students to choose a healthy life style. A minority of staff felt that they were insufficiently involved in self-evaluation and school improvement. A majority considered the parent-teacher meetings to be helpful and well attended and they thought that parents were effectively involved in the work of the school. Most staff thought that community links were good. Again, most staff believed that they were suitably skilled and qualified and that the school provided them with sufficient resources. Over half of the staff made additional comments which stressed the strong family feel to the school. A few mentioned that they found the recent changes in the administration to be challenging.

Forty-nine students from the upper stages of the school completed the on-line survey. Almost all students said lessons were good and that they enjoyed them. Almost all students felt that the school was well led. Almost all said they were making good progress in English, mathematics, science and other subjects. Almost all students also believed that teachers helped them understand how well they were doing and how they could improve. Almost all students felt that

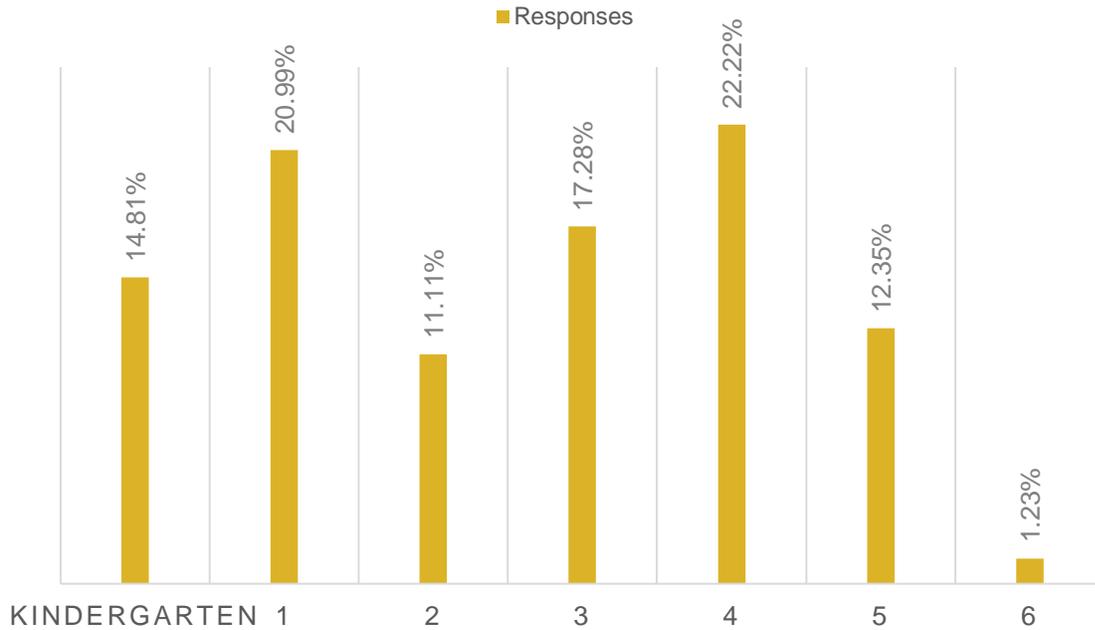
they were safe and cared for and helped to lead a healthy lifestyle. A similar proportion said they were helped to make good choices about their future education and career. Almost all students believed they received regular, helpful reports and were given good opportunities to learn in the wider community. Almost all students also believed that their teachers were suitably skilled and qualified and that they have access to good quality resources. Most students felt that behaviour was good. They understood their responsibility to the wider community and showed good environmental understanding. Most students were happy with the range of extra-curricular activities on offer, the range of subjects they could study and the amount of homework they were given. Most thought that they were treated fairly and were safe when travelling on the school bus and that bullying was dealt with effectively by the school. Most thought that they were helped if they had a special educational need and felt consulted about how it could improve. The majority of students were confident that the school responded to their concerns.

What happens next?

Although the overall performance of the school was judged to be satisfactory, Inspectors identified a number of weaknesses in the performance of the school and noted that there were to be a number of planned changes to the leadership of First Baptist Christian School in the near future. The Office of Education Standards will therefore undertake a Follow-Through Inspection within six months of the publication of this report, the findings of which will be published in a further inspection report.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	81
Skipped	0

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

Response	Percentage	Count
Less than one year	19%	15
More than one year but less than three years	40%	32
More than three years	42%	34
	Answered	81
	Skipped	0

What is your nationality?

53%

Caymanian

47%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	48%	38
Agree	42%	33
Disagree	6%	5
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	79
	Skipped	2

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	47%	37
Agree	42%	33
Disagree	8%	6
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	79
	Skipped	2

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	30%	24
Agree	57%	45
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	32%	25
Agree	58%	46
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	79
	Skipped	2

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	38%	30
Agree	58%	46
Disagree	3%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	39%	31
Agree	52%	41
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	3
	Answered	79
	Skipped	2

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	35%	28
Agree	53%	42
Disagree	6%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	4
	Answered	79
	Skipped	2

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	32%	25
Agree	56%	44
Disagree	8%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	79
	Skipped	2

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	28%	22
Agree	65%	51
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	28%	22
Agree	58%	46
Disagree	10%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	16%	13
Agree	37%	29
Disagree	34%	27
Strongly Disagree	9%	7
I am unsure or unable to answer the question	4%	3
	Answered	79
	Skipped	2

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	24%	19
Agree	59%	47
Disagree	8%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	9%	7
	Answered	79
	Skipped	2

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	18%	14
Agree	62%	49
Disagree	16%	13
Strongly Disagree	3%	2
I am unsure or unable to answer the question	1%	1
	Answered	79
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	59%	47
Agree	33%	26
Disagree	5%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	79
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	28%	22
Agree	59%	47
Disagree	4%	3
Strongly Disagree	1%	1
I am unsure or unable to answer the question	8%	6
	Answered	79
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	16%	13
Agree	34%	27
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	48%	38
	Answered	79
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	33%	26
Agree	53%	42
Disagree	1%	1
Strongly Disagree	6%	5
I am unsure or unable to answer the question	6%	5
	Answered	79
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	20%	16
Agree	34%	27
Disagree	8%	6
Strongly Disagree	3%	2
I am unsure or unable to answer the question	35%	28
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	13%	10
Agree	35%	28
Disagree	13%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	39%	31
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	9%	7
Agree	27%	21
Disagree	11%	9
Strongly Disagree	5%	4
I am unsure or unable to answer the question	48%	38
	Answered	79
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	14%	11
Agree	51%	40
Disagree	10%	8
Strongly Disagree	5%	4
I am unsure or unable to answer the question	20%	16
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	14%	11
Agree	46%	36
Disagree	25%	20
Strongly Disagree	8%	6
I am unsure or unable to answer the question	8%	6
	Answered	79
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	38%	30
Agree	41%	32
Disagree	17%	13
Strongly Disagree	4%	3
I am unsure or unable to answer the question	0%	0
	Answered	78
	Skipped	3

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	23%	18
Agree	48%	38
Disagree	18%	14
Strongly Disagree	3%	2
I am unsure or unable to answer the question	9%	7
	Answered	79
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	30%	24
Agree	56%	44
Disagree	11%	9
Strongly Disagree	3%	2
I am unsure or unable to answer the question	0%	0
	Answered	79
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	16%	13
Agree	53%	42
Disagree	18%	14
Strongly Disagree	4%	3
I am unsure or unable to answer the question	9%	7
	Answered	79
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	20%	16
Agree	53%	42
Disagree	13%	10
Strongly Disagree	3%	2
I am unsure or unable to answer the question	11%	9
	Answered	79
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	18%	14
Agree	47%	37
Disagree	9%	7
Strongly Disagree	4%	3
I am unsure or unable to answer the question	22%	17
	Answered	78
	Skipped	3

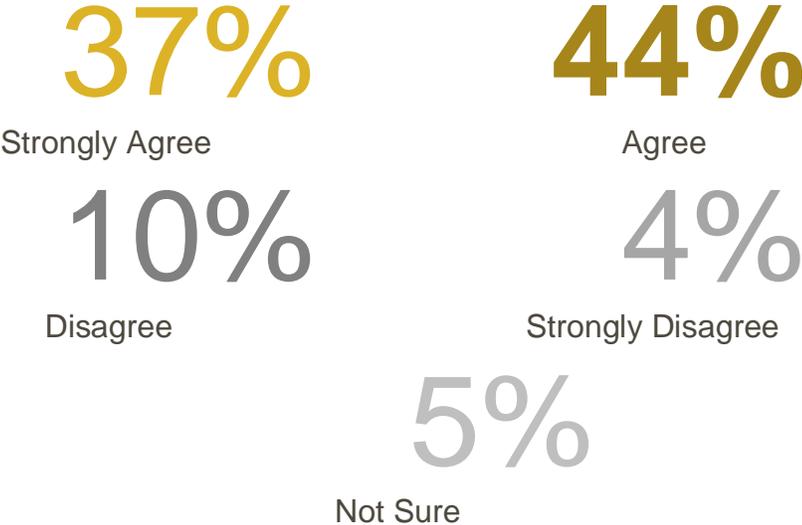
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	30%	24
Agree	47%	37
Disagree	9%	7
Strongly Disagree	1%	1
I am unsure or unable to answer the question	13%	10
	Answered	79
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	28%	22
Agree	56%	44
Disagree	10%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	5%	4
	Answered	79
	Skipped	2

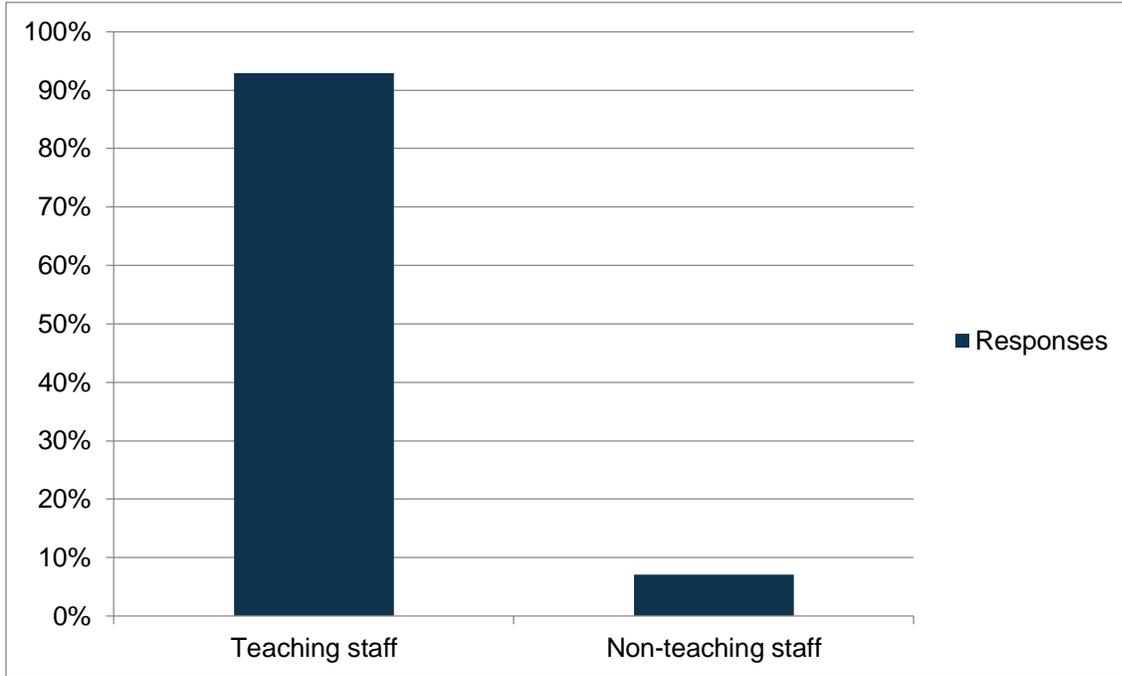
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	79
Skipped	2

Office of Education Standards | Staff Survey 2019

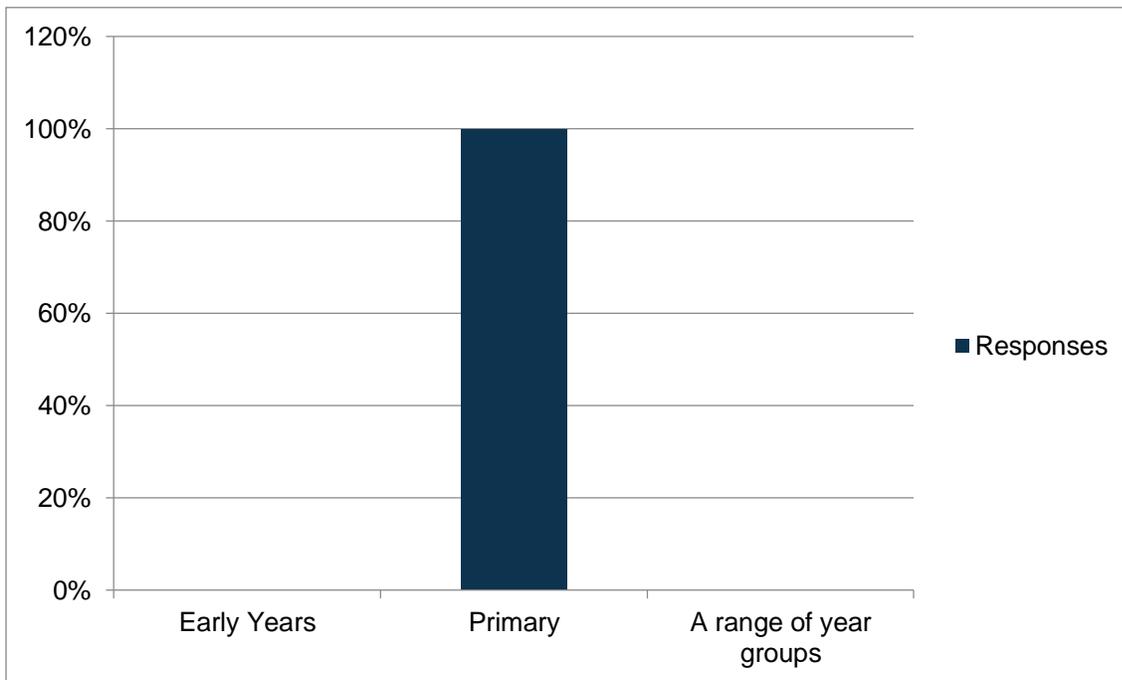
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	31%	4
More than one year but less than three years	15%	2
Three years or more	54%	7
	Answered	13
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

29%

Caymanian

71%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	50%	7
Agree	43%	6
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	0%	0
Agree	86%	12
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	14%	2
Agree	71%	10
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	57%	8
Disagree	7%	1
Strongly Disagree	14%	2
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	36%	5
Agree	57%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	14%	2
Agree	71%	10
Disagree	14%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50%	7
Agree	50%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	43%	6
Agree	57%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	43%	6
Agree	50%	7
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	29%	4
Agree	64%	9
Disagree	0%	0
Strongly Disagree	7%	1
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	71%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	3
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	57%	8
Disagree	21%	3
Strongly Disagree	7%	1
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	50%	7
Disagree	21%	3
Strongly Disagree	7%	1
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	50%	7
Disagree	21%	3
Strongly Disagree	7%	1
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	7%	1
Agree	50%	7
Disagree	29%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	14%	2
Agree	57%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	21%	3
	Answered	14
	Skipped	0

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	21%	3
Agree	71%	10
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	14
	Skipped	0

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	21%	3
Agree	57%	8
Disagree	7%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	2
	Answered	14
	Skipped	0

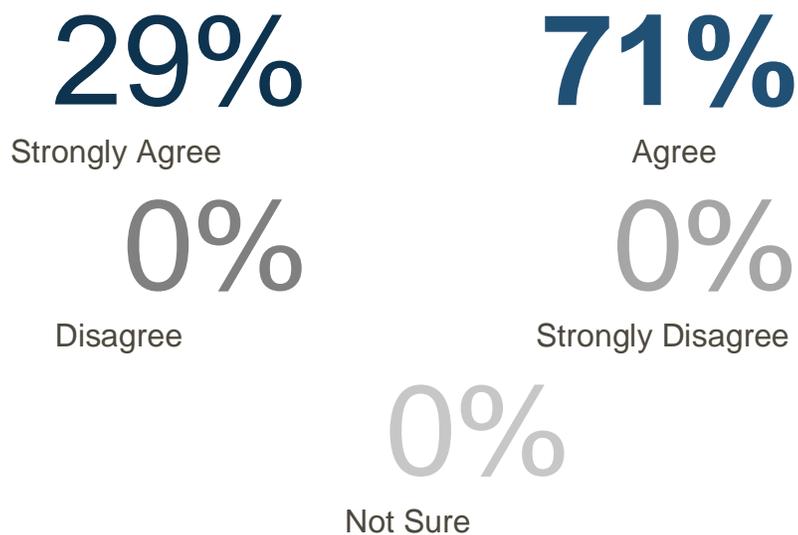
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	36%	5
Agree	43%	6
Disagree	14%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7%	1
Agree	71%	10
Disagree	14%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	7%	1
	Answered	14
	Skipped	0

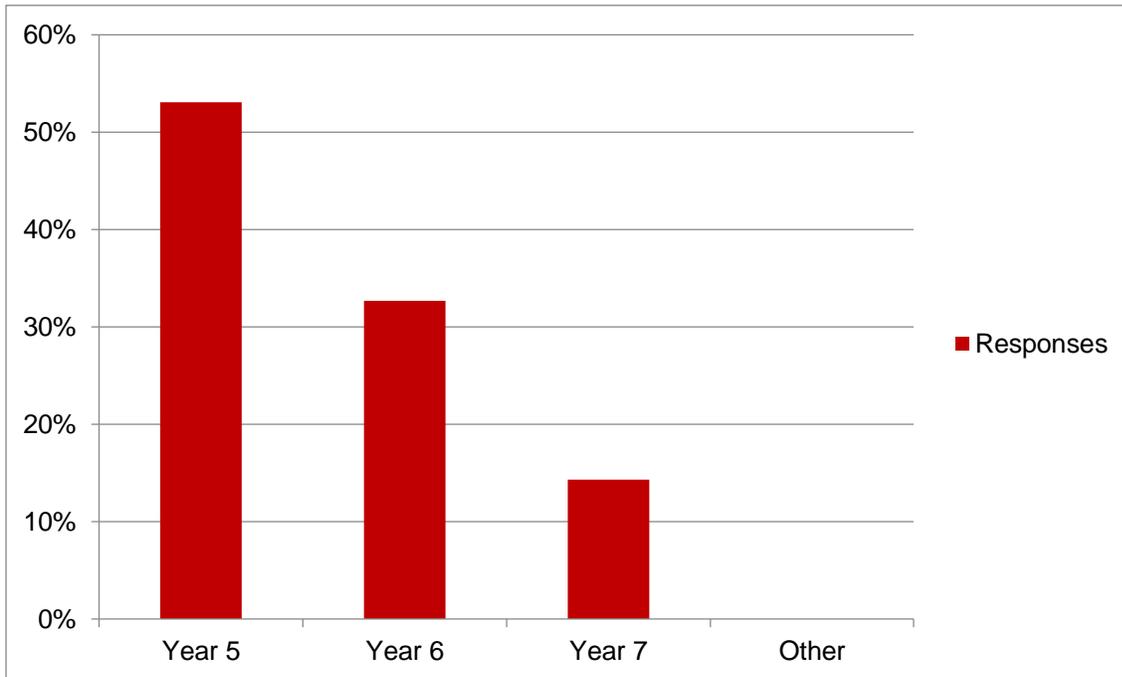
Overall, this school provides a good quality of education.



Response	Count
Answered	14
Skipped	0

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

53%

Caymanian

47%

Non-Caymanian

Please state your gender.

21

Boys

28

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	45%	22
Agree	53%	26
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	46%	22
Agree	52%	25
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	48
	Skipped	1

I am making good progress in science.

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

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

Response	Percentage	Count
Strongly Agree	61%	30
Agree	37%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	22%	11
Agree	63%	31
Disagree	6%	3
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	17
Agree	49%	24
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	33%	16
Agree	55%	27
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	49%	24
Agree	45%	22
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	45%	22
Agree	49%	24
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	57%	28
Agree	37%	18
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51%	25
Agree	43%	21
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	2
	Answered	49
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	27%	13
Agree	49%	24
Disagree	8%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	7
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	20
Agree	39%	19
Disagree	16%	8
Strongly Disagree	4%	2
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	51%	25
Agree	41%	20
Disagree	8%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	65%	31
Agree	31%	15
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	1
	Answered	48
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	37%	18
Agree	53%	26
Disagree	8%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	43%	21
Agree	20%	10
Disagree	20%	10
Strongly Disagree	2%	1
I am unsure or unable to answer the question	14%	7
	Answered	49
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	33%	16
Agree	51%	25
Disagree	2%	1
Strongly Disagree	14%	7
I am unsure or unable to answer the question	0%	0
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	47%	23
Agree	41%	20
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45%	22
Agree	45%	22
Disagree	2%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	4
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	35%	17
Agree	38%	18
Disagree	0%	0
Strongly Disagree	2%	1
I am unsure or unable to answer the question	25%	12
	Answered	48
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	45%	22
Agree	43%	21
Disagree	6%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	31%	15
Agree	33%	16
Disagree	16%	8
Strongly Disagree	2%	1
I am unsure or unable to answer the question	18%	9
	Answered	49
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	35%	17
Agree	37%	18
Disagree	12%	6
Strongly Disagree	4%	2
I am unsure or unable to answer the question	12%	6
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	49%	24
Agree	41%	20
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	20
Agree	49%	24
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	10%	5
	Answered	49
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	65%	32
Agree	29%	14
Disagree	0%	0
Strongly Disagree	4%	2
I am unsure or unable to answer the question	2%	1
	Answered	49
	Skipped	0

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	51%	25
Agree	39%	19
Disagree	4%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	3
	Answered	49
	Skipped	0

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

43%

Strongly Agree

2%

Disagree

49%

Agree

0%

Strongly Disagree

6%

Not Sure

Response	Count
Answered	49
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

