



INSPECTION REPORT

MONTESSORI BY THE SEA

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 to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

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

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

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

Evaluations

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

The four levels on the scale are defined as follows:

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

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Information about Montessori By The Sea

Name of school	Montessori By The Sea
Address	277, Prospect Point Rd, P.O. Box 11747, Grand Cayman
Telephone	01-345-947-0684
E-mail address	info@mbts.ky
School Website	www.mbts.ky
Principals	Ms. Thompson and Ms. Jackson
School day timing	8am to 3pm (Toddler and Casa) 8am to 3.15pm (Elementary)
Age range of students	21 months to 12 years
Number of students	153
Number of teaching staff	22
Number of support staff	8
Date of last inspection	23rd to 26th February 2010

The context of the school

Montessori By The Sea is situated on Prospect Point Road, Prospect, Cayman Islands. The school is a private school established in 2000 by the current principals. Fifty-four per cent of students are from Caymanian families with the remainder from a variety of countries.

There are two joint Principals who share the school business. There are no formal governance arrangements in place, but the Principals make use of a Parent Guild which functions as a 'critical friend' of the school. This group has a constitution and elected committee members and has been in place since 2002. They meet each month, as well as for an AGM.

The school follows an enriched Montessori child-centred curriculum which is based on the principles of learning central to the Montessori philosophy. Links are made to the Cayman Islands Early Years Curriculum as well as the relevant stands of the English National Curriculum. In addition to developing skills, the emphasis is on independence, work choice, time management skills and global citizenship. Reading and mathematics tests are used to check individual student's attainment but there are no international assessments to judge the overall achievement of the various year groups.

The school is organised into mixed ages/grades, in four phases, Toddler, which starts at 21 months, Casa from 3 to 6 years, Lower Elementary from 6 to 9 years, and Upper Elementary from 9 to 12 years of age. Classrooms have Montessori materials to enable the students' learning to move from the concrete to the abstract. There are written expectations in place of what skills, knowledge and understanding students should have achieved prior to moving students from one phase to the next.

Key strengths

Inspectors identified the following strengths in the school:

- Students' behaviour for learning was excellent; they were friendly, articulate and polite. Relationships were excellent between students and adults and amongst the students;
- The curriculum gave students an interesting and wide range of topics that related well to real life and Caymanian culture;
- The individual support and encouragement given to every student including those with special educational needs enabled them to achieve well;
- Leaders have successfully embedded the Montessori philosophy to create an inclusive ethos and develop students who were passionate about environmental, global and social issues and had access to excellent resources for learning;
- Links with parents and the community were excellent. Parents could speak readily to teachers and they received good information about how well their children were doing.

Recommendations

Inspectors identified the following areas requiring improvement:

- Raise students' attainment in English and mathematics by benchmarking against international standards;
- Improve assessment by devising strategies to help students know precisely what would make each piece of work successful and to challenge them to achieve more;
- Improve teaching and learning by:
 - developing a robust monitoring system that informs leaders of where teaching needs improving;
 - improving teaching and learning in the Casa phase.

Summary

Overall Evaluation - Good

The overall performance of the school was good. Montessori By The Sea performs well in all major aspects of its work. The senior staff are capable of leading further improvement.

Across all quality indicators, most judgements were good, and these included:

- students' attainment and progress in science in all phases and in English and mathematics in Toddler and Elementary;
- teaching and learning in Toddlers and Elementary;
- the curriculum across the school;
- health and safety and support and guidance;
- leadership;
- self-evaluation and improvement planning.

The school also had some excellent features which included:

- students' personal development;
- links with parents and the community;
- civic and environmental understanding in the Elementary phase.

Montessori By The Sea was judged to be a good school because the two Principals have used the Montessori philosophy to foster an inclusive ethos and develop a true love of learning. The students were passionate about environmental, global and social issues. They were friendly, articulate and polite. Relationships were excellent between students and adults and amongst the students. The individual support and encouragement given to every student including those with special educational needs enabled them to achieve well. The curriculum gave students an interesting and wide range of topics that related well to real life. Parents could speak readily to teachers and they received good information about how well their children are doing. The school environment was very well used inside and out, and resources were excellent.

Achievement

Students' attainment in relation to international standards	Toddler	Casa	Elementary
Attainment in English	Good	Satisfactory	Good
Attainment in mathematics	Satisfactory	Satisfactory	Good
Attainment in science	Good	Good	Good

English attainment in Toddler and in Elementary was good. In Casa attainment was satisfactory. Toddlers could communicate with adults and talk about the things they knew. They listened well and responded appropriately. They were beginning the early stages of writing by developing fine motor skills. In Casa, students could trace and copy letters accurately. They were beginning to read and could recognise the names and sounds of most letters. However, their understanding of blended sounds and how to build words was weak and did not give them sufficient skills to tackle more complex reading. In Elementary, the students' skills in writing had improved considerably over time. They wrote accounts of trips, and stories that illustrated important virtues and persuasive arguments. They could write at length, but few wrote with fluent, cursive handwriting. The oral skills of students in Elementary classes were excellent.

Attainment in mathematics in Toddler and Casa was satisfactory. The attainment in Elementary mathematics was good. Most toddlers and those in Casa demonstrated developing mathematical skills, knowledge and understanding slightly below what was expected. The Casa students were inquisitive, explored sorting shapes and used mathematical vocabulary in an appropriate context such as 'same' and 'different.' They could count with objects and showed improved independence in problem-solving. Most Elementary students showed good attainment in assessments and during observed lessons. Most of the students had levels of knowledge and skills that were in line with international standards but in Elementary attainment was above international standards for a majority of students.

Attainment in science was good in all phases. Students in the Toddler phase could make observations about the natural world. Students in Casa were able to use simple measuring equipment and to identify similarities and differences of natural materials using their senses. They sorted magnetic and non-magnetic materials and objects that floated or sank. Students in lower Elementary classes understood how clouds are formed. They drew conclusions by observing the weather patterns on the island to support their understanding. In upper Elementary students showed their knowledge of human body systems and how they interlink. They were able to explain their ideas about biodiversity and the effects of climate change.

Students' progress in key subjects	Toddler	Casa	Elementary
Progress in English	Good	Satisfactory	Good
Progress in mathematics	Satisfactory	Satisfactory	Good
Progress in science	Good	Good	Good

Toddlers made good progress in English overall but in Casa students' progress was satisfactory. In Toddler they began to understand the rules and routines of learning. They improved their fine motor skills well. They made progress in their ability to concentrate and answer questions and share ideas. They were developing their readiness to read. Progress in Casa was not consistent because students' skills were not developed well enough, especially in phonics. In Elementary, students had progressed appropriately in developing skills, knowledge, understanding in transcription, writing for different audiences and recording knowledge. A minority of students did not have the knowledge of more advanced order English skills to make even better progress. Evidence of progress in reading was noted in tests for individuals and improvement was evident in lessons.

Progress in mathematics was good in Elementary but satisfactory in other phases. Toddlers developed mathematics skills related to recognising number symbols, counting to 10 and following songs or rhymes with numbers. Casa students make satisfactory progress counting patterns using number beads. Their progress over time was not as strong due to gaps in their understanding and application of numbers in telling time, adding and subtraction. Upper Elementary students applied their skills and understanding when problem-solving in line with international standards. Most Elementary students demonstrated high levels of skills when solving long division problems and accurately determined angles of parallelogram and applying algebra. The majority of students in upper Elementary understood aspects of geometry, and adding fractions.

Students in all phases in the school made good progress in science. The curriculum and teachers' planning helped ensure that there was continuity and progression in students' learning. All students experienced practical science activities that include making predictions and testing their ideas. Students in the Toddler class developed skills of observation and had opportunities to collect, organise, and describe their findings. Students in Casa learned about solids and liquids and showed their learning in a song. In the Elementary phase students experienced a good range of first-hand experiments and exploration that enabled good progress to be made.

Students' personal and social development

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

Positive behaviour for good learning was excellent in all phases. In Toddlers, students proudly adhered to routines and readily followed adult directions. All students showed positive attitudes and were ready to learn. They behaved well in lessons and in the outside play areas. In student surveys and discussions with students all reported that they felt safe, cared for and supported. In the surveys, all staff and almost all parents felt this was a very positive aspect of school life. A parent commented that the 'best thing about the school is the way it nurtures a love for learning'. All students wore the school uniform with pride. Students loved their school and appreciated the opportunities open to them. Effective practices such as a student-led council supported the resolution of any minor differences. However, attendance was weak and the school was addressing this with the support of most parents.

Civic and environmental understanding was good in Toddler and Casa and excellent in the Elementary phase. Most students demonstrated an appreciation of and a knowledge of Caymanian customs. Displays captured current events including the visit of HRH Prince Charles and the Duchess of Cornwall to The Cayman Islands. Students in the Toddler class decorated crowns, while older students shared plans to attend various events. All Elementary students participated in fieldtrips to enrich their learning about the environment and conservation. Students' knowledge and understanding of local and global environmental issues was excellent. Older students recounted the various annual activities such as Kids Care (Community Awareness and Respect for the Environment) and projects including beach clean-ups.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Toddler	Casa	Elementary
Teaching	Good	Satisfactory	Good
Learning	Good	Satisfactory	Good
Assessment	Satisfactory	Satisfactory	Satisfactory

Teaching was good in Toddler, satisfactory in Casa and good in the Elementary phase. Teachers had secure subject knowledge and applied the Montessori approach successfully. Where teaching was best, teachers planned effectively to build on previous learning and provide challenge. Each student had an individualised work plan in two-week blocks. Teachers intervened with questions that moved students to the next level of thinking. The small group approach ensured high student engagement and continuous interaction between teachers and students. Teachers generally varied strategies to extend higher achieving students and support those with special educational needs. Students did not always know exactly what made their work good or how to improve it. All classes had clear expectations for student behaviour, which they upheld consistently. In the very few lessons where teaching was weak, teachers talked for too long and consequently students became disengaged. Activities provided for follow up work occasionally consisted of colouring in pictures or doing a word search and such were not sufficiently challenging. Teaching in other subjects was excellent. In subjects such as music, PE, art and information technology, teacher's good subject knowledge ensured their lessons were challenging and enjoyable and met the needs of all students. In PE, students developed their co-ordination, balance and team-work and also gained a thorough understanding about how to keep healthy and hydrated in a hot climate.

The quality of learning was good in Toddler, satisfactory in Casa and good in Elementary. Students showed very positive attitudes to learning throughout the school and developed a high degree of responsibility for managing their own time and workload. Students did this well and made choices about exploring topics in greater depth. After music, students composed their own songs and in upper Elementary students researched the effects of climate change. Students worked in pairs and sometimes in small groups to share their ideas. Students were encouraged to apply their learning to situations beyond the classroom and engaged in critical thinking such as presenting proposals to combat climate change on a trip to the Montessori United Nations convention.

Assessment was satisfactory across all three phases. Teachers kept good records of the subjects that students had covered and the activities they had completed. Most teachers had good understanding of students' strengths and weaknesses. A majority of teachers used the information they gathered to adjust their plans. In Elementary classes there were clear

procedures for students to submit their completed work. There was considerable variation in the quality of the feedback that students received. When students spoke at length with teachers, they fully understood how they could improve, however too often students received acknowledgement of completed tasks but did not receive specific advice on how to improve. Students had too few opportunities to evaluate their own or peers work against criteria that outlined what a successful piece of work should look like. The school had no measures for checking how well students were doing against international standards.

Curriculum

Offering a curriculum that meets the educational needs of all students	Toddler	Casa	Elementary
Curriculum	Good	Good	Good

The curriculum was broad and balanced with a focus on the Montessori principles of learning and its main areas of study including global citizenship. This was supplemented by material from the English National Curriculum in Casa and Elementary. The Cayman Islands Early Years Curriculum augmented the school's curriculum programme for the younger students. There was a clear rationale for the school's curriculum that met the educational needs of the students including those with special educational needs. Students' smooth transition between the phases was guided by end of phase expectations and ensured students were well-prepared for the next stage of their learning. There were good cross-curricular links and excellent extra-curricular activities, including field studies, environmental awareness activities, community projects and international visits. Physical education, Information Technology, art, music, French and drama enhanced the curriculum for all students. Curriculum progression was planned with teachers providing samples of students' work collected into portfolios.

Safety and support

Keeping our students safe and always supported	Toddler	Casa	Elementary
Health and safety	Good	Good	Good
Support and guidance	Good	Good	Good

Health and safety arrangements were good. The school took stringent measures to keep students and adults safe. The school was certified as meeting requirements for fire safety and environmental health. Emergency equipment, such as fire extinguishers, was regularly serviced. Whole school fire drills and evacuation procedures were held regularly. The school premises and facilities were in good order. All staff and parent volunteers were trained in child protection procedures and students were taught how to keep themselves safe. The school safeguarded confidential files and staff followed agreed policies. Lists of allergies were provided for all staff and medicines were locked away. The school actively promoted healthy lifestyles, nutritional meals and healthy lunches from home. Regular records of accidents were kept. Any special care students had received in school was shared with parents.

Support and guidance were good due to the school's caring and nurturing ethos enhanced by mutual respect between adults and students. Teachers knew the students' needs well and this was apparent in their respectful interaction. Students of all ages were friendly and respectful to all and behaviour was excellent. The school took care to include all students, including those with special educational needs, in activities and opportunities for learning. There were effective systems in place to identify and monitor students' achievements and progress as well as their social and emotional needs. If students required additional support, they and their families could access professional services such as educational psychologists, speech therapists and occupational therapists. There were satisfactory systems in place for tracking the students' progress including teachers' consistent reference to students' individual educational plans in day-to-day planning of their learning opportunities.

Leadership and management

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

Leadership was good. The Principals' clear philosophy for the school guided its inclusive, nurturing ethos. The highly motivated staff team was committed to the school's principles in providing students with a rich and rewarding education. The Principals did not share leadership responsibilities with others but recognised that to improve the school middle leaders need to have more responsibility for teaching quality on a day-to-day basis. The Parent Guild was effective at supporting leaders. Its ideas were acted upon; the Guild suggested the change from recreational end-of-year field trips to projects to benefit students.

The two Principals had developed a realistic school improvement plan with additional strategies for future improvement to be implemented after the inspection. Leaders had undertaken an effective self-evaluation process that demonstrated that they knew the school well. Since the previous inspection nine years ago leaders have made satisfactory progress in addressing a majority of the recommendations. However, leaders have not had a sufficient impact on improving assessment. School leaders said they agreed with the inspection judgements and acknowledged the need to continue planning with sharper targets and a more robust monitoring of teaching quality.

The links with parents and the community were excellent. Parents loved the frequency and style of written communication about projects and events as these captured the flavour of the school. They appreciated the daily opportunities to talk to teachers, and the formal and informal occasions given to discuss their child's progress. Some parents were keen to have more information about the long-term plans of the school. They stated that the regular reports they received about their children were informative and perceptive. Parents were knowledgeable about the philosophy of Montessori teaching as they had attended useful seminars at the school and felt it suited their children well. Links with the community were mainly through involvement with sporting events, environmental projects, charitable schemes and social occasions, all of which provided students with worthwhile experiences.

Staff were well qualified, and the majority were Montessori-trained. Students had two or more teachers working with them in each room, which enabled there to be individual or group teaching. The school had adequate specialist facilities to give the students a good range of subjects. Whilst it is a small site every inch was well used to give the students a rich experience.

Resources were of good quality and plentiful. Students in upper Elementary were able to explore, build dens and use their imaginations in their beach area.

Survey results

One-hundred-and-one parents, twenty seven staff and thirty-two 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 all grades completed the on-line survey in advance of the inspection. All parents felt that their children were making good progress in English and almost all in mathematics and other subjects. Most parents believed their children were making good progress in science. Almost all agreed that the school was well led, behaviour was good, bullying was dealt with effectively, that their children were treated fairly and were acquiring a good environmental understanding. Almost all parents judged the quality of teaching to be good and felt their child was safe at school. All agreed that their children enjoyed lessons. Most believed that their children had access to a good range of extra-curricular activities. Most felt that the amount of homework was suitable. Most felt that parents were effectively involved in the work of the school and that their children were safe on the school buses. A majority believed the school had good resources. Almost all felt communication is effective, reports on their child were informative but a minority felt they needed more information about school improvement plans. There were comments from 48 parents and three had points for improvement around additional languages and notice of future developments.

Twenty five teachers and two support staff completed the survey. Most had worked at the school for three years or more. Most judged the school to be well led. Almost all agreed that the school provided a good quality of education. Most were positive about the quality of the professional development opportunities they had experienced over the last few years and judged that assessment was effective. Almost all believed that the school offered a safe and caring environment for all members of the school community. All staff thought behaviour was good. Almost all agreed that students were treated fairly by all staff and that there were good arrangements to address incidents of bullying should they occur. All staff believed that students had a good environmental understanding and that the school played a strong role in the wider community. The majority said they were involved in self-evaluation and school improvement. Of the ten comments from staff, all except one was positive. The positive comments focused on the Montessori nature of the school, its ethos and its caring nature. One staff member reported that the school, 'particularly succeeds as a learning community that cultivates confidence, compassion and creativity in its children'.

Students from each grade in Upper Elementary completed the on-line survey. Two thirds of the responses were from girls. Almost all said lessons were good and agreed that they enjoyed them. All said their lessons were enjoyable and that teachers explained things well. All said they were making good progress in English and mathematics and almost all in science. Almost all students believed the school sought their views. Almost all students felt that behaviour was good and believed that the school was effective in preventing bullying. Almost all students judged that they had access to a good range of extra-curricular activities. Almost all students were happy with the choice of subjects they were offered. Almost all students felt safe and cared for at school and believed they were treated fairly. Almost all students thought the school was well led. All students felt the school encouraged good environmental awareness and

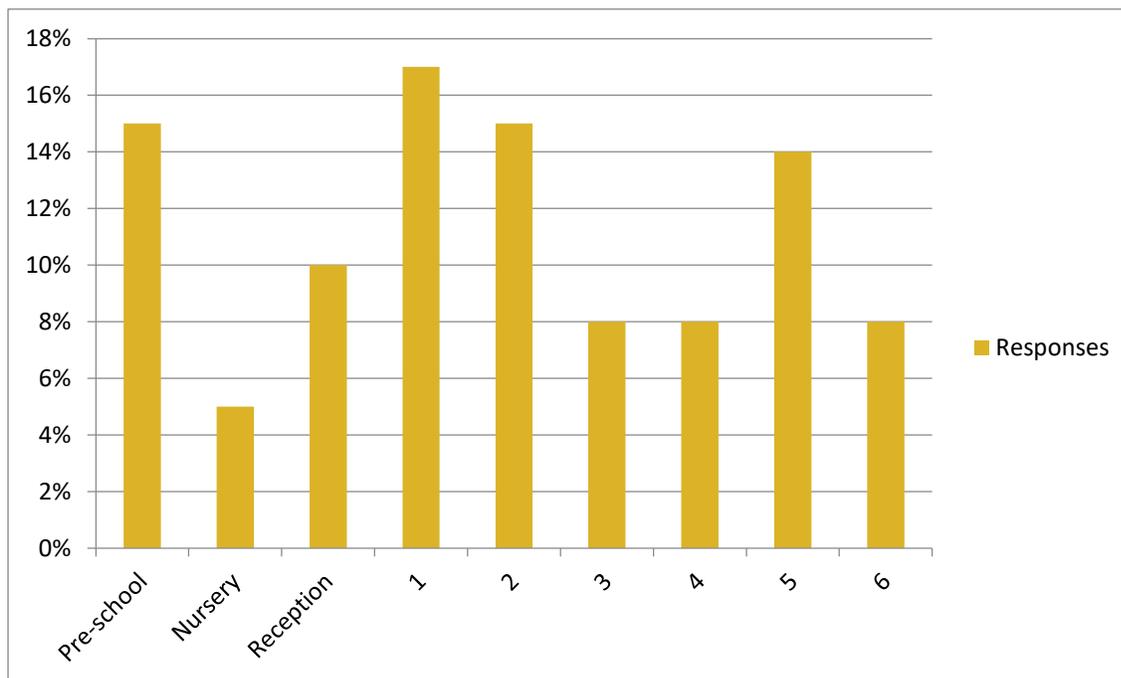
healthy lifestyles. Two thirds of the students who responded to the survey made comments. Most of these were positive and a few mentioned that they did not want to leave the school. One stated the school had helped them to become a better person.

What happens next?

As the school is judged to be providing a good quality of education, there will be no further inspections until the next cycle commences in September 2020.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	100
Skipped	1

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

Response	Percentage	Count
Less than one year	13%	13
More than one year but less than three years	30%	30
More than three years	57%	58
	Answered	101
	Skipped	0

What is your nationality?

47%

Caymanian

53%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	75%	75
Agree	24%	24
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	54%	54
Agree	42%	42
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	2%	2
	Answered	100
	Skipped	1

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	45%	45
Agree	43%	43
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	11
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	66%	66
Agree	32%	32
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	67%	67
Agree	31%	31
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	82%	82
Agree	17%	17
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	100
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	82%	82
Agree	16%	16
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	100
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	70%	70
Agree	28%	28
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	0%	0
	Answered	100
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	66%	66
Agree	34%	34
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	100
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	66%	66
Agree	31%	31
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	100
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	36%	36
Agree	41%	41
Disagree	13%	13
Strongly Disagree	3%	3
I am unsure or unable to answer the question	7%	7
	Answered	100
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	40%	40
Agree	45%	45
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	12%	12
	Answered	100
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	38%	38
Agree	42%	42
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	16%	16
	Answered	99
	Skipped	2

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	80%	79
Agree	18%	18
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	99
	Skipped	2

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	62%	61
Agree	36%	36
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	99
	Skipped	2

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	25%	25
Agree	23%	23
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	52%	51
	Answered	99
	Skipped	2

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	62%	61
Agree	35%	35
Disagree	0%	0
Strongly Disagree	2%	2
I am unsure or unable to answer the question	1%	1
	Answered	99
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	35%	35
Agree	34%	34
Disagree	3%	3
Strongly Disagree	2%	2
I am unsure or unable to answer the question	25%	25
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	26%	26
Agree	37%	37
Disagree	1%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	35%	35
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	22%	22
Agree	30%	30
Disagree	5%	5
Strongly Disagree	3%	3
I am unsure or unable to answer the question	39%	39
	Answered	99
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	52%	51
Agree	40%	40
Disagree	7%	7
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	25%	25
Agree	44%	44
Disagree	18%	18
Strongly Disagree	5%	5
I am unsure or unable to answer the question	7%	7
	Answered	99
	Skipped	2

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	47%	47
Agree	47%	47
Disagree	4%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	99
	Skipped	2

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	44%	44
Agree	46%	46
Disagree	5%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	3%	3
	Answered	99
	Skipped	2

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	56%	55
Agree	41%	41
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	1%	1
	Answered	99
	Skipped	2

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	47%	47
Agree	48%	48
Disagree	2%	2
Strongly Disagree	1%	1
I am unsure or unable to answer the question	1%	1
	Answered	99
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	43%	43
Agree	48%	48
Disagree	4%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	4
	Answered	99
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	43%	43
Agree	47%	47
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	6
	Answered	99
	Skipped	2

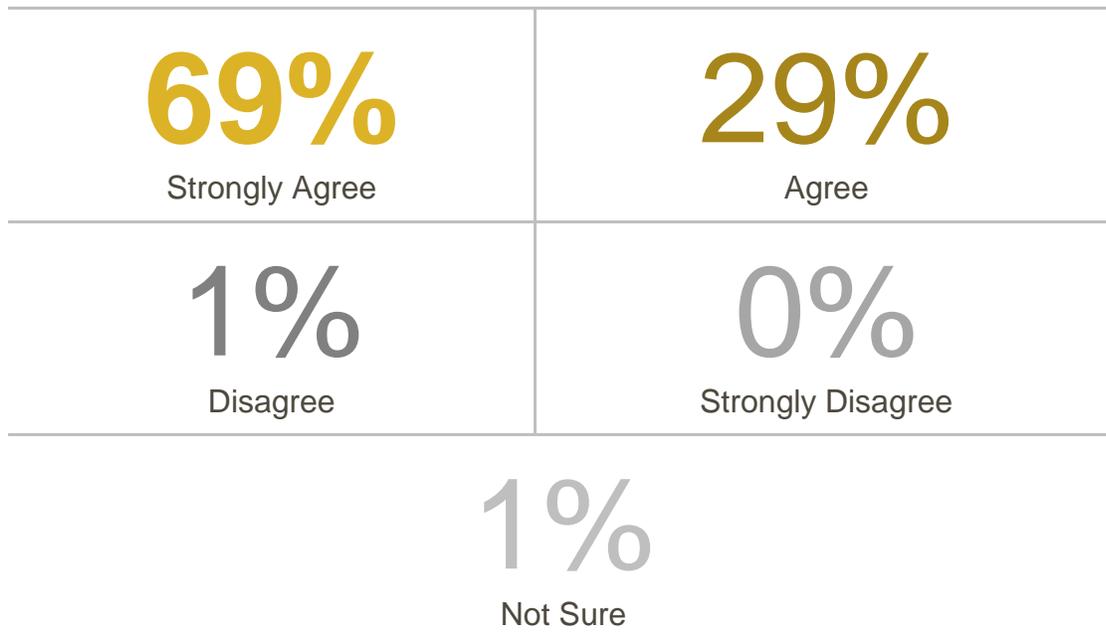
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	62%	61
Agree	34%	34
Disagree	2%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	2
	Answered	99
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	57%	56
Agree	40%	40
Disagree	3%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	99
	Skipped	2

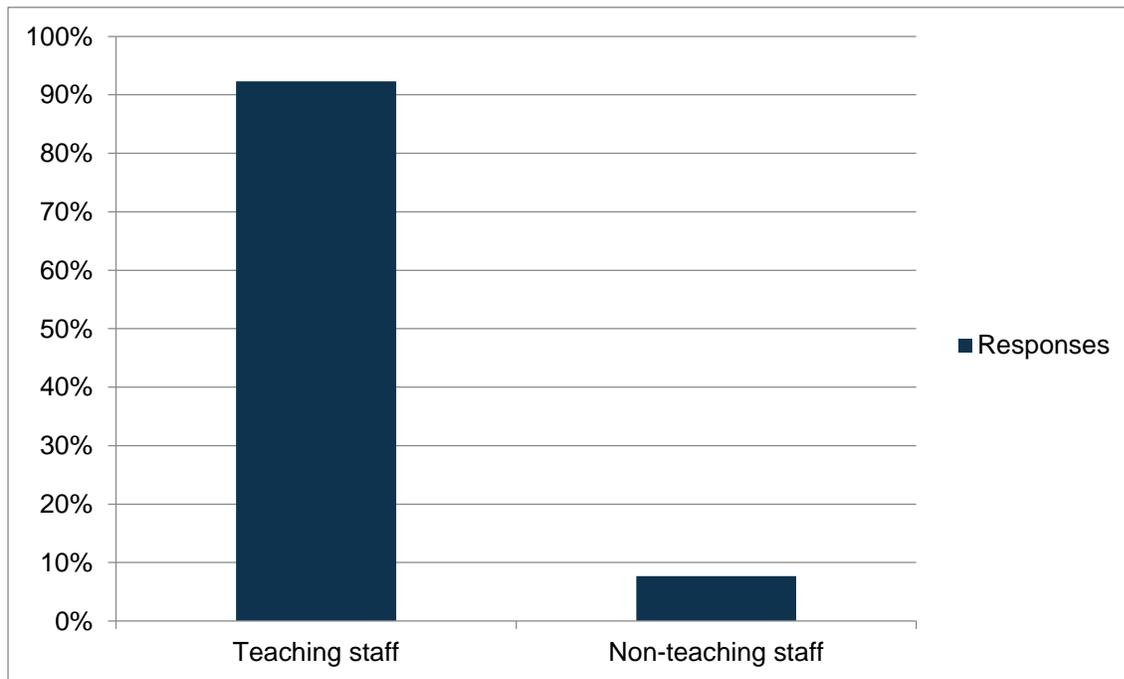
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	99
Skipped	2

Office of Education Standards | Staff Survey 2019

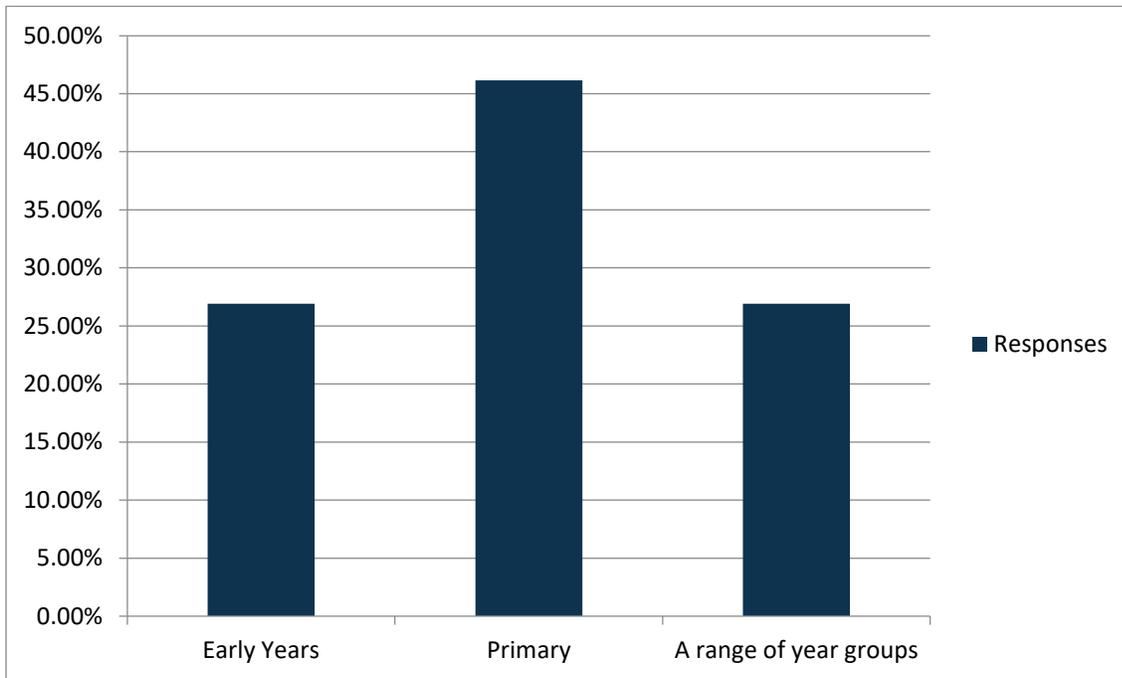
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	12%	3
More than one year but less than three years	12%	3
Three years or more	77%	20
	Answered	26
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

4%

Caymanian

96%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	60%	15
Agree	40%	10
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	67%	16
Agree	33%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	24
	Skipped	3

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	64%	16
Agree	36%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	24%	6
Agree	64%	16
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	24%	6
Agree	64%	16
Disagree	8%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	44%	11
Agree	40%	10
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	62%	16
Agree	35%	9
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	26
	Skipped	1

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	54%	14
Agree	35%	9
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	26
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	50%	13
Agree	38%	10
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	26
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	38%	10
Agree	38%	10
Disagree	8%	2
Strongly Disagree	4%	1
I am unsure or unable to answer the question	12%	3
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	35%	9
Agree	42%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	23%	6
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	38%	10
Agree	27%	7
Disagree	15%	4
Strongly Disagree	15%	4
I am unsure or unable to answer the question	4%	1
	Answered	26
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	28%	7
Agree	48%	12
Disagree	12%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	12%	3
	Answered	25
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	8%	2
Agree	58%	14
Disagree	17%	4
Strongly Disagree	8%	2
I am unsure or unable to answer the question	8%	2
	Answered	24
	Skipped	3

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	23%	6
Agree	54%	14
Disagree	12%	3
Strongly Disagree	12%	3
I am unsure or unable to answer the question	0%	0
	Answered	26
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	54%	14
Agree	35%	9
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	26
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	44%	11
Agree	48%	12
Disagree	8%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	25
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	42%	11
Agree	54%	14
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	26
	Skipped	1

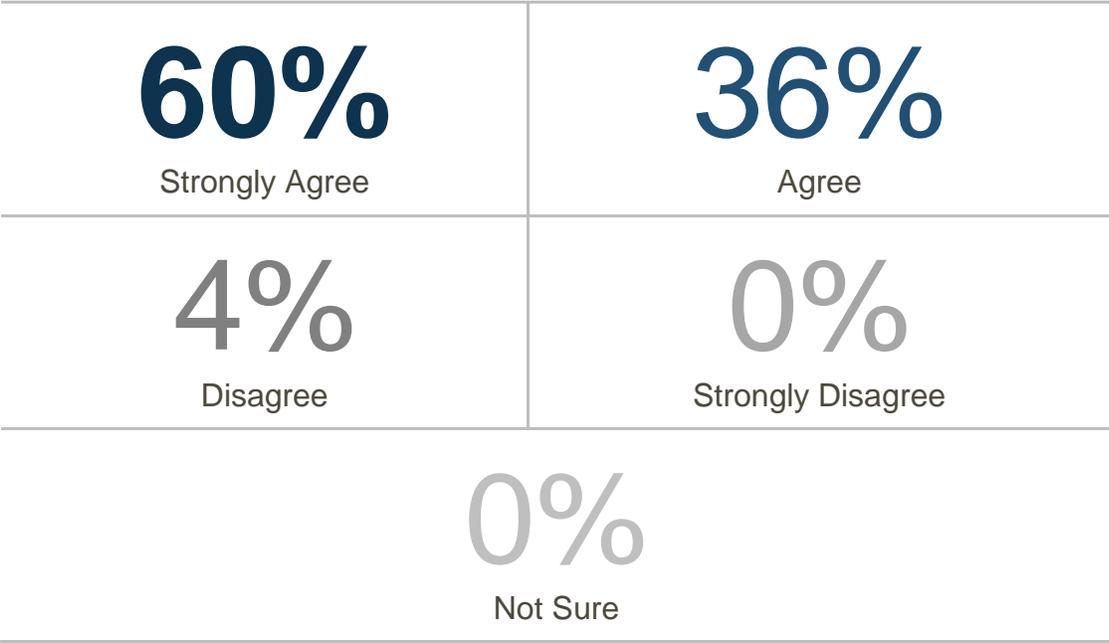
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	62%	16
Agree	35%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	1
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	62%	16
Agree	35%	9
Disagree	4%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	26
	Skipped	1

Overall, this school provides a good quality of education.

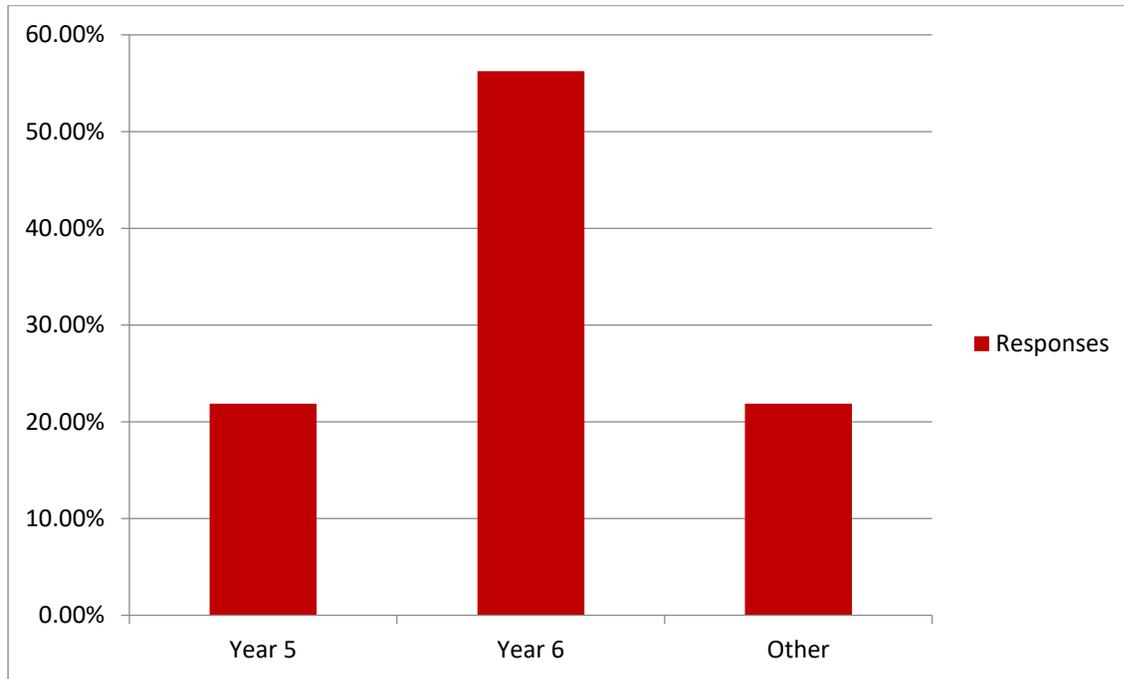


Response	Count
Answered	25
Skipped	2

Appendix 3

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

75%

Caymanian

25%

Non-Caymanian

Please state your gender.

49

Boys

42

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	39%	12
Agree	61%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	31
	Skipped	1

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	56%	18
Agree	44%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	41%	13
Agree	56%	18
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	13
Agree	59%	19
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	38%	12
Agree	59%	19
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	41%	13
Agree	53%	17
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	56%	18
Agree	44%	14
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	74%	23
Agree	26%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	31
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	72%	23
Agree	25%	8
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	72%	23
Agree	25%	8
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	53%	17
Agree	44%	14
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	44%	14
Agree	47%	15
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	63%	20
Agree	31%	10
Disagree	6%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	66%	21
Agree	34%	11
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	75%	24
Agree	22%	7
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	47%	15
Agree	50%	16
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	59%	19
Agree	19%	6
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	19%	6
	Answered	32
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	60%	18
Agree	37%	11
Disagree	0%	0
Strongly Disagree	3%	1
I am unsure or unable to answer the question	0%	0
	Answered	30
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	75%	24
Agree	22%	7
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	44%	14
Agree	41%	13
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	13%	4
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	69%	22
Agree	28%	9
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	72%	23
Agree	25%	8
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	34%	11
Agree	50%	16
Disagree	9%	3
Strongly Disagree	3%	1
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	0

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	41%	13
Agree	56%	18
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	1
	Answered	32
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	58%	18
Agree	39%	12
Disagree	3%	1
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	31
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	72%	23
Agree	22%	7
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	2
	Answered	32
	Skipped	0

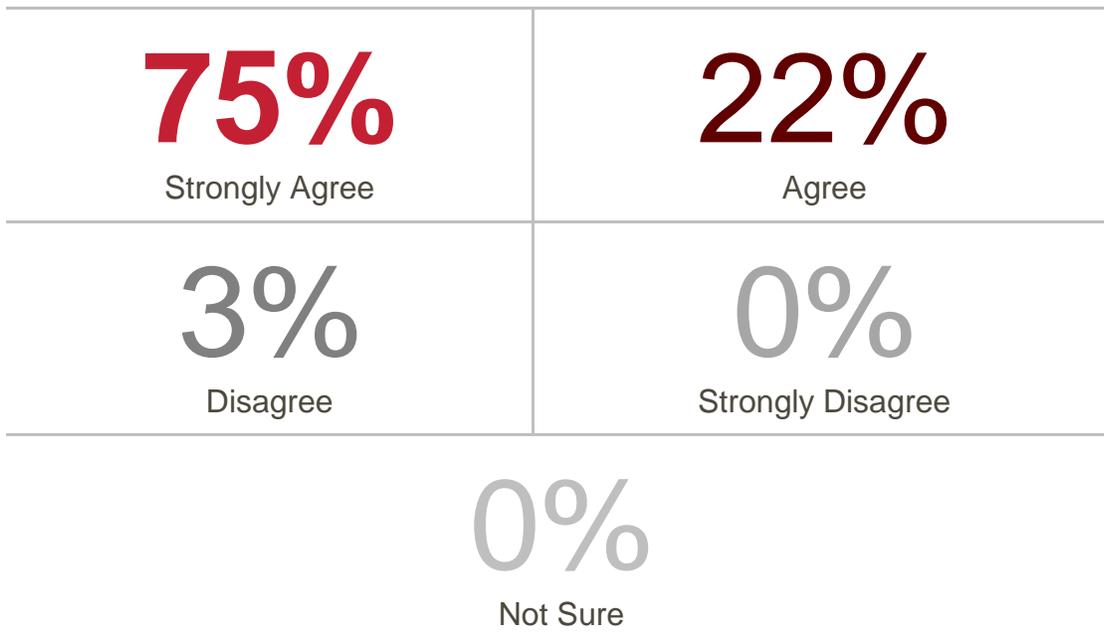
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	74%	23
Agree	26%	8
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	31
	Skipped	1

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	84%	27
Agree	16%	5
Disagree	0%	0
Strongly Disagree	0%	0
I am unsure or unable to answer the question	0%	0
	Answered	32
	Skipped	0

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



Response	Count
Answered	32
Skipped	0

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

