



OFFICE OF  
EDUCATION STANDARDS  
CAYMAN ISLANDS GOVERNMENT



STAKEHOLDERS  
REPORT 2018

# HOW **GOOD** IS MY PRIMARY SCHOOL?

AN ANALYSIS OF THE VIEWS OF STUDENTS, PARENTS AND STAFF FROM CAYMAN ISLANDS GOVERNMENT PRIMARY SCHOOLS





ACADEMIC YEAR 2017-18

CONTEXT

## 1 | CONTEXT

- 1.1. During the academic year 2017-18, the Office of Education Standards conducted Follow-Through Inspections of all ten government primary schools. The purpose of the inspections was to assess the progress that the schools had made in addressing the recommendations from the last round of inspections which had taken place in 2014-15.
- 1.2. As part of the inspection process, a link to an on-line survey was issued by the Principal of the school to all staff, parents and Year 5 and Year 6 students.
- 1.3. The views of parents, staff and students were included in the final report published by the Office of Education Standards following the inspection. The results from each survey are included in the appendices to each of the published reports.
- 1.4. The individual school reports can be read by visiting the Cayman Islands Government website.
- 1.5. In total, 502 parents, 189 staff (both teaching and non-teaching staff) and 603 students completed the surveys.
- 1.6. The surveys were completed anonymously by all stakeholders.
- 1.7. In addition to the questions in the survey, stakeholders had the opportunity to write individual comments about their school and this information was used in confidence by inspectors to pursue specific audit trails, as was determined necessary.
- 1.8. The surveys were issued using 'Survey Monkey' and summary data was shared with the Principal. This was given in order to allow the Principal of each school to plan follow-up steps as part of the schools' self-evaluation and improvement planning strategy.
- 1.9. The survey questions were carefully structured and phrased to allow certain comparisons to be made in the responses offered by different stakeholder groups. For example, all three groups were asked about the quality of teaching in the school, although the statements were phrased slightly differently for each group.
- 1.10. This report provides a brief overview of summary findings from a comparative study of the responses from each group of stakeholders.
- 1.11. Although the number of responses from students represents a large sample from those in attendance in Years 5 and 6, the percentage of responses from parents was significantly lower, representing only around thirty per cent of families. Similarly, although most teachers completed the on-line survey, only a relatively small number of support and administrative staff responded. Consequently, any conclusions reached from the individual surveys and from a comparative study should be taken with due caution, bearing in mind the numbers and breadth of the sample.





WHAT DID STUDENTS FEEL  
ABOUT THEIR SCHOOLS?

2  
STUDENTS

## 2 | WHAT DID STUDENTS FEEL ABOUT THEIR SCHOOLS?

- 2.1. Over 600 Year 5 and Year 6 students completed the survey. The eldest year groups were selected because the level of reading skills required to successfully access the content was judged to be most appropriate to those year groups.
- 2.2. The summary responses from the student survey are shown in Chart 1.
- 2.3. The figures include the actual number of 'strongly agree (SA)' or 'agree (A)' responses to each statement, as well as the percentage responses. It should be noted that not every responder answered every question.
- 2.4. There were a series of statements provided within the survey and responders were invited to choose one of the following five options: 'strongly agree', 'agree', 'disagree', 'strongly disagree' or 'unsure or unable to answer this question'.
- 2.5. The schools inspected were Bodden Town Primary School (BTPS), Savannah Primary School (SPS), Prospect Primary School (PPS), Red Bay Primary School (RBPS), East End Primary School (EEPS), George Town Primary School (GTPS), Sir John A. Cumber Primary School (SJACPS), Edna M. Moyle Primary School (EMPS), Creek and Spot Bay Primary School (CSBPS) and West End Primary School (WEPS).

**CHART 1 | STUDENT SURVEY RESPONSE FOLLOW-THROUGH INSPECTIONS 2018\***

NUMBER/(%) SA/A STUDENTS	BTPS	SPS	PPS	RBPS	EEPS	GTPS	SJACPS	EMPS	CSBPS	WEPS
<b>Overall, I am satisfied with the quality of education provided at this school.</b>	39 / 48 (81%)	64 / 74 (87%)	71 / 82 (87%)	119 / 137 (87%)	20 / 22 (91%)	51 / 63 (81%)	101 / 115 (88%)	20 / 24 (83%)	20 / 20 (100%)	18 / 18 (100%)
<b>The school is well led.</b>	41 / 49 (84%)	63 / 73 (86%)	70 / 82 (85%)	120 / 137 (88%)	22 / 23 (96%)	47 / 63 (75%)	77 / 113 (68%)	21 / 24 (88%)	20 / 20 (100%)	18 / 18 (100%)
<b>I feel safe and cared for at my school.</b>	35 / 47 (74%)	56 / 74 (76%)	63 / 82 (77%)	112 / 138 (81%)	20 / 23 (87%)	44 / 63 (70%)	68 / 114 (60%)	20 / 24 (83%)	19 / 19 (100%)	17 / 18 (94%)
<b>Most of my lessons are good.</b>	49 / 51 (96%)	69 / 74 (93%)	75 / 79 (95%)	133 / 137 (97%)	23 / 23 (100%)	58 / 62 (94%)	105 / 112 (94%)	23 / 24 (96%)	20 / 20 (100%)	17 / 18 (94%)
<b>The behaviour of most students in the school is good.</b>	24 / 51 (47%)	52 / 74 (70%)	51 / 82 (62%)	92 / 137 (67%)	12 / 23 (52%)	30 / 63 (48%)	48 / 111 (43%)	14 / 24 (58%)	19 / 20 (95%)	17 / 18 (94%)
<b>I have access to good quality resources for my learning.</b>	41 / 49 (84%)	64 / 74 (86%)	72 / 82 (88%)	125 / 136 (92%)	20 / 23 (87%)	56 / 63 (89%)	101 / 113 (89%)	21 / 24 (88%)	20 / 20 (100%)	18 / 18 (100%)
<b>I am making good progress in English.</b>	36 / 51 (71%)	63 / 74 (85%)	64 / 81 (79%)	119 / 138 (86%)	20 / 23 (87%)	49 / 63 (78%)	96 / 113 (85%)	19 / 23 (83%)	19 / 20 (95%)	17 / 18 (94%)
<b>I am making good progress in mathematics.</b>	44 / 51 (86%)	61 / 74 (82%)	74 / 82 (90%)	117 / 138 (85%)	19 / 23 (83%)	51 / 63 (81%)	88 / 113 (79%)	18 / 23 (78%)	19 / 20 (95%)	17 / 17 (100%)
<b>I am making good progress in science.</b>	38 / 50 (76%)	42 / 74 (57%)	64 / 80 (80%)	110 / 138 (80%)	21 / 23 (91%)	57 / 63 (90%)	89 / 114 (78%)	21 / 24 (88%)	20 / 20 (100%)	17 / 17 (100%)
<b>Overall. In all other subjects, I am making good progress in my learning.</b>	45 / 51 (88%)	67 / 75 (89%)	74 / 81 (91%)	122 / 138 (88%)	20 / 23 (87%)	55 / 63 (87%)	98 / 114 (86%)	20 / 23 (87%)	20 / 20 (100%)	17 / 18 (94%)

\*Figures indicate the number and percentage of “strongly agree” or “agree” responses from students that answered each question



- 2.6. Students' satisfaction rate was high. In every school at least eighty per cent stated that they were satisfied with the quality of education provided at their school. This was higher than the satisfaction rate expressed by parents. It was also notable that the highest rate of satisfaction amongst students was from those attending government primary schools on Cayman Brac.
- 2.7. Students also expressed positive views regarding the care and welfare provided by school staff. There were various questions relating to incidents of bullying, support arrangements and staff responsiveness in the survey. Most students stated that they felt safe and cared for at school. The lowest rate of responses with regard to this aspect of school performance was noted to be in those schools which were judged by inspectors to be making, overall, weak progress in addressing the recommendations from the last inspection.
- 2.8. Students stated that the leadership of their schools was good. In eight of the ten schools over eighty per cent of students agreed or strongly agreed with the statement, 'The school is well led'. The two schools with the lowest response were those judged to have made weak progress in addressing the recommendations from the inspection of 2014/15.
- 2.9. Overall, students felt that they were making good progress in English, mathematics and other subjects. This response aligned broadly with that of parents although the views regarding progress in science were more variable. In schools where the International Baccalaureate- Primary Years Programme (PYP) was offered there was less clarity in responses, as a relatively high number of parents and students indicated that they were 'unsure' about progress in this subject. Students' responses in certain PYP schools had a lower rate of agreement when comparing progress in science with that made in other subjects.
- 2.10. One statement ('The behaviour of most students in the school is good') received the lowest percentage of agreement from students. Of all Grand Cayman schools, the highest rate was at Savannah Primary School where seventy per cent agreed with the statement. In all other schools the average agreement rate was around fifty per cent. In contrast, in the two Cayman Brac primary schools had almost full agreement with the statement. Staff and parents' views showed some variability from that expressed by students.



WHAT DID **PARENTS** FEEL ABOUT  
THEIR CHILDREN'S SCHOOL?

**3**  
**PARENTS**

### 3 | WHAT DID PARENTS FEEL ABOUT THEIR CHILDREN'S SCHOOL?

- 3.1. Over 500 parents completed the survey. One survey link was issued to each family and parents were requested to complete the survey in relation to their eldest child in the school in question. Comments were also provided by a number of parents in relation to younger siblings within the same school.
- 3.2. The summary responses from the parent survey are shown in Chart 2.
- 3.3. The figures include the actual number of 'strongly agree' or 'agree' responses to each statement as well as the percentage responses. It should be noted that not every responder answered every question.
- 3.4. There were a series of statements provided within the survey and responders were invited to choose one of the following five options: 'strongly agree', 'agree', 'disagree', 'strongly disagree' or 'unsure or unable to answer this question'.
- 3.5. The schools inspected were Bodden Town Primary School (BTPS), Savannah Primary School (SPS), Prospect Primary School (PPS), Red Bay Primary School (RBPS), East End Primary School (EEPS), George Town Primary School (GTPS), Sir John A. Cumber Primary School (SJACPS), Edna M. Moyle Primary School (EMPS), Creek and Spot Bay Primary School (CSBPS) and West End Primary School (WEPS).



**CHART 2 | PARENT SURVEY RESPONSE FOLLOW-THROUGH INSPECTIONS 2018\***

NUMBER/(%) SA/A PARENTS	BTPS	SPS	PPS	RBPS	EEPS	GTPS	SJACPS	EMPS	CSBPS	WEPS
<b>Overall, I am satisfied with the quality of education provided at this school.</b>	11 / 23 (48%)	46 / 60 (77%)	12 / 15 (80%)	75 / 91 (82%)	20 / 25 (80%)	30 / 35 (86%)	56 / 79 (71%)	10 / 10 (100%)	35 / 36 (97%)	24 / 27 (88%)
<b>Parents are effectively involved in the work of the school.</b>	11 / 23 (48%)	38 / 60 (63%)	11 / 14 (79%)	58 / 92 (63%)	14 / 25 (56%)	26 / 35 (74%)	38 / 79 (48%)	6 / 10 (60%)	30 / 36 (83%)	17 / 27 (63%)
<b>The school is well led.</b>	17 / 23 (74%)	38 / 59 (64%)	11 / 15 (73%)	75 / 92 (82%)	21 / 25 (84%)	28 / 35 (80%)	51 / 78 (65%)	10 / 10 (100%)	34 / 36 (94%)	26 / 27 (96%)
<b>My child is safe and cared for at school.</b>	17 / 24 (71%)	54 / 60 (90%)	14 / 15 (93%)	81 / 92 (88%)	24 / 25 (96%)	37 / 37 (100%)	63 / 81 (78%)	11 / 11 (100%)	33 / 36 (92%)	24 / 27 (89%)
<b>The quality of teaching is good.</b>	16 / 24 (67%)	51 / 62 (82%)	13 / 15 (87%)	83 / 93 (89%)	22 / 25 (88%)	37 / 40 (93%)	64 / 80 (80%)	11 / 11 (100%)	32 / 36 (89%)	25 / 27 (93%)
<b>The behaviour of most students in the school is good.</b>	15 / 24 (63%)	39 / 61 (64%)	12 / 15 (80%)	60 / 94 (64%)	18 / 26 (69%)	29 / 41 (71%)	38 / 80 (48%)	10 / 11 (91%)	28 / 37 (76%)	20 / 27 (74%)
<b>The school provides good quality resources for my child's learning.</b>	12 / 23 (52%)	48 / 60 (80%)	12 / 15 (80%)	74 / 92 (80%)	23 / 26 (88%)	27 / 35 (77%)	57 / 80 (71%)	10 / 11 (91%)	32 / 36 (89%)	27 / 27 (100%)
<b>My child is making good progress in English.</b>	17 / 24 (71%)	52 / 64 (81%)	14 / 15 (93%)	84 / 95 (88%)	23 / 26 (88%)	38 / 41 (93%)	73 / 82 (89%)	11 / 11 (100%)	32 / 38 (84%)	27 / 28 (96%)
<b>My child is making good progress in mathematics.</b>	15 / 23 (65%)	47 / 64 (73%)	10 / 15 (67%)	77 / 95 (81%)	23 / 26 (88%)	31 / 42 (74%)	68 / 82 (83%)	11 / 11 (100%)	34 / 38 (89%)	25 / 28 (89%)
<b>My child is making good progress in science.</b>	7 / 24 (29%)	29 / 64 (45%)	7 / 15 (47%)	81 / 95 (85%)	20 / 26 (77%)	30 / 42 (71%)	50 / 82 (61%)	11 / 11 (100%)	32 / 38 (84%)	24 / 28 (86%)
<b>Overall. In all other subjects, I am making good progress in my learning.</b>	15 / 24 (63%)	52 / 64 (81%)	14 / 15 (93%)	87 / 95 (92%)	24 / 26 (92%)	38 / 42 (90%)	75 / 82 (91%)	11 / 11 (100%)	34 / 38 (89%)	25 / 28 (89%)

\*Figures indicate the number and percentage of “strongly agree” or “agree” responses from parents that answered each question

- 3.6. The level of satisfaction from parents varied considerably across the ten schools. In general, there was more positive feedback across schools regarding the quality of teaching and progress in certain subjects. Parents believed that their children were well cared for by staff with all schools receiving over seventy per cent agreement to the statement, 'My child is safe and cared for at school'.
- 3.7. There was also some notable variation in the response to the statement 'The behaviour of most students in the school is good'. This ranged from less than half of parents agreeing with the statement in Sir John A. Cumber Primary School to the highest per cent of agreement in Edna Moyle Primary School.
- 3.8. In most schools parents judged that classes were well resourced and they felt that progress in English, mathematics and other subjects was good. As with the students' survey, there were notably fewer positive responses to the statement regarding students' progress in science, particularly by parents whose children attended schools offering the PYP programme.
- 3.9. Parents were asked about the level of parental involvement in the work of the school. This statement received the lowest agreement response rate of all of the survey questions. The average agreement rate (sixty three per cent) across the ten schools was the lowest and varied significantly from less than fifty per cent in Bodden Town and Sir John A. Cumber Primary Schools to over eighty per cent in Creek and Spot Bay Primary School.



WHAT DID **STAFF** FEEL  
ABOUT THEIR SCHOOL?



**STAFF**



## 4 | WHAT DID STAFF FEEL ABOUT THEIR SCHOOL?

- 4.1. One hundred and eighty nine staff completed the survey. This included teaching, support and administrative staff. Over ninety per cent of responses were received from teachers.
- 4.2. The summary responses from the staff survey are shown in Chart 3.
- 4.3. The figures include the actual number of 'strongly agree' or 'agree' responses to each statement as well as the percentage responses. It should be noted that not every responder answered every question.
- 4.4. There were a series of statements provided within the survey and responders were invited to choose one of the following five options: 'strongly agree', 'agree', 'disagree', 'strongly disagree' or 'unsure or unable to answer this question'.
- 4.5. The schools inspected were Bodden Town Primary School (BTPS), Savannah Primary School (SPS), Prospect Primary School (PPS), Red Bay Primary School (RBPS), East End Primary School (EEPS), George Town Primary School (GTPS), Sir John A. Cumber Primary School (SJACPS), Edna M. Moyle Primary School (EMPS), Creek and Spot Bay Primary School (CSBPS) and West End Primary School (WEPS).

**CHART 3 | STAFF SURVEY RESPONSE FOLLOW-THROUGH INSPECTIONS 2018\***

NUMBER/(%) SA/A STAFF	BTPS	SPS	PPS	RBPS	EEPS	GTPS	SJACPS	EMPS	CSBPS	WEPS
<b>Overall, this school provides a good quality of education.</b>	11 / 13 (85%)	16 / 17 (94%)	13 / 13 (100%)	24 / 26 (92%)	11 / 11 (100%)	15 / 15 (100%)	34 / 45 (76%)	13 / 13 (100%)	15 / 15 (100%)	16 / 16 (100%)
<b>Parents are effectively involved in the work of the school.</b>	4 / 13 (31%)	6 / 18 (33%)	10 / 13 (77%)	17 / 25 (68%)	8 / 12 (67%)	7 / 15 (47%)	15 / 44 (34%)	3 / 13 (23%)	13 / 17 (76%)	8 / 16 (50%)
<b>The school is well led.</b>	9 / 13 (69%)	12 / 18 (67%)	8 / 13 (62%)	20 / 26 (77%)	12 / 12 (100%)	13 / 14 (93%)	37 / 43 (86%)	10 / 13 (77%)	13 / 17 (76%)	16 / 16 (100%)
<b>There is a safe and caring environment for all members of this school community.</b>	11 / 13 (85%)	16 / 18 (89%)	12 / 13 (92%)	23 / 26 (88%)	12 / 12 (100%)	15 / 15 (100%)	31 / 46 (67%)	11 / 13 (85%)	16 / 17 (94%)	14 / 16 (88%)
<b>The behaviour of most students in the school is good.</b>	10 / 13 (77%)	13 / 18 (72%)	12 / 12 (100%)	21 / 26 (81%)	8 / 12 (67%)	12 / 15 (80%)	23 / 46 (50%)	13 / 13 (100%)	15 / 17 (88%)	16 / 16 (100%)
<b>There are sufficient resources of good quality to support my teaching.</b>	10 / 13 (77%)	13 / 18 (72%)	9 / 12 (75%)	15 / 26 (58%)	12 / 12 (100%)	9 / 15 (60%)	34 / 45 (76%)	10 / 12 (83%)	16 / 17 (94%)	13 / 16 (81%)
<b>The school effectively supports my continuing professional development.</b>	12 / 13 (92%)	13 / 18 (72%)	10 / 13 (77%)	23 / 26 (88%)	12 / 12 (100%)	14 / 15 (93%)	37 / 46 (80%)	10 / 13 (83%)	14 / 17 (82%)	11 / 16 (69%)
<b>The school has appropriately qualified and suitably skilled teachers and staff.</b>	13 / 13 (100%)	18 / 18 (100%)	11 / 13 (85%)	26 / 26 (100%)	12 / 12 (100%)	15 / 15 (100%)	36 / 46 (78%)	11 / 12 (85%)	16 / 17 (94%)	16 / 16 (100%)

\*Figures indicate the number and percentage of “strongly agree” or “agree” responses from staff that answered each question

- 4.6. Staff expressed high levels of satisfaction with the schools in which they worked. They judged that their school 'provided a good quality of education'. There were one hundred per cent agree and strongly agree responses from staff at Prospect, East End, George Town, Edna M. Moyle, Creek and Spot Bay and West End Primary Schools.
- 4.7. In almost all cases staff agreed that their school offered 'a safe and caring environment for all members of the school community'. They agreed that the school effectively supported their professional development and felt that the schools had appropriately qualified and suitably skilled teachers and staff.
- 4.8. There was greater variation in the responses offered by staff in relation to the resources in their schools. In response to the statement, 'There are sufficient resources of good quality to support my teaching', positive response rates varied from less than sixty per cent in one school to one hundred per cent in another.
- 4.9. As with the parent survey, a notably low number of staff responded positively to the statement, 'Parents are effectively involved in the work of the school'. In several cases only around one third of staff agreed with the statement. This opinion aligned closely with that expressed by parents in their survey. Better levels of parental engagement were noted by staff in certain schools, including Prospect and Creek and Spot Bay Primary Schools.



# CONCLUSIONS

**THERE ARE GOOD LEVELS OF SATISFACTION FROM STAKEHOLDERS IN RELATION TO THE PERFORMANCE OF THE GOVERNMENT PUBLIC SCHOOLS. HOWEVER, THERE REMAINS A NEED FOR ONGOING FOCUS ON THE QUALITY OF TEACHING AND STUDENTS' BEHAVIOUR TO ENSURE GOOD LEARNING.**

Despite the relatively low response rates from parents, the level of satisfaction from parents regarding overall school performance, leadership, staffing and resourcing is good. Parents and staff share similar concerns and it is notable that these relate closely to the education plans and priorities for the future that have been in the past set out both by the Ministry of Education and by individual schools. Parents, staff and students wish to see improved student behaviour as a priority as they consider this to be an ongoing challenge moving forward. Parents and students considered the quality of teaching to be good although this is contrary, in some degree, to inspection findings from the Follow-Through reports for 2017-18. There is evidence that the quality of teaching has improved since the inspections of 2014/15 ('OES Annual Report', 2018) and most recent assessment data (Y6 SAT's 2018) indicates some improvement in students' skills and knowledge in English and mathematics. The surveys also indicate that there remains scope for further improvement in the primary curriculum as a means by which the quality of teaching can continue to be enhanced.

**THERE IS A NEED FOR REGULAR AND MORE IN-DEPTH ASSESSMENT OF SCHOOL PERFORMANCE INCLUDING SUPPORT, GUIDANCE, PARTNERSHIPS AND GOVERNANCE.**

The survey responses provided important evidence to inspectors during the Follow-Through visits undertaken between October 2017 and June 2018. Although the focus of the inspections was primarily upon the progress that the school had made in addressing the recommendations from the last round of inspections, the survey raised a number of important aspects of the schools' work which featured as both strengths and weaknesses in their performance. Inspectors focused upon the specific recommendations for each school but the breadth of information arising from the surveys indicated the importance of undertaking a wider ranging and comprehensive inspection of the schools in the immediate future. In response, the Office of Education Standards has published 'Successful Schools and Achieving Students', a framework for school self-evaluation and inspection which requires schools to look at the diverse aspects of performance which are characteristic of effective schools. This document will also provide the framework by which all schools in the Cayman Islands will be inspected in the coming years. 'Successful Schools and Achieving Students' provides an aspirational direction for education quality in both public and private schools in the Cayman Islands and will be used as the reference point for all inspections conducted from September 2018.

**PARTNERSHIPS WITH PARENTS ARE UNDER DEVELOPED IN MANY OF THE GOVERNMENT PRIMARY SCHOOLS**

The survey responses from parents and staff indicate a common view that there is a need for improvement in the level and scope of parental engagement. The Follow-Through Inspections identified the positive steps staff in schools have undertaken to communicate with parents regarding the curriculum, school policies and future priorities. Despite these efforts, staff consider an increasing number of parents to be 'hard to reach' and creative, innovative and successful strategies in terms of engagement are not emerging in practice. Similarly, from the parents' point of view, there are a significant number of parents wishing to contribute to the work of their school, including in decision-making, but they consider that the opportunities for them to do so are currently limited.

**PROFESSIONAL DEVELOPMENT IS AT THE HEART OF ONGOING IMPROVEMENTS TO THE QUALITY OF TEACHING. THE STRATEGY FOR TRAINING NEEDS TO BE EXTENDED TO OTHER SECTORS, INCLUDING SECONDARY EDUCATION, TO FACILITATE FURTHER IMPROVEMENT TO STUDENTS' LEARNING AND ACADEMIC OUTCOMES.**

Teaching staff in government primary schools expressed satisfaction with the training provided by their schools, by the Ministry of Education and the Department of Education Services. Over seventy per cent of staff agreed or strongly agreed in every school to the statement, 'The school effectively supports my continuing professional development'. The strategy for professional development in the primary schools has included a significant level of coaching, modelling of good teaching practice by designated lead teachers and regular monitoring and evaluation of lessons. The focus on reading, writing and mathematics has contributed to improvements in the quality of teaching between 2014/15 and the current academic session. This approach needs to be extended into secondary schools and to a wider range of subjects, including science, in primary schools.





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