



FOLLOW-THROUGH INSPECTION REPORT

RED BAY PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
MARCH 2018

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Introduction

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

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

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

Follow-Through Inspections

During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the initial baseline inspections. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four point scale to comment on progress, with evaluations ranging between excellent, good, satisfactory or weak.

Views of stakeholders

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

Follow-Through Inspection of Red Bay Primary School

The Follow-Through Inspection of Red Bay Primary School took place from 27th February to 1st March 2018. The inspectorate gathered evidence through lesson observations and discussions with staff and students. School documents and, where applicable, examination and assessment data were also reviewed.

Consistency in quantitative terminology

Inspectors use quantitative terms in reports, as follows.

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

Summary

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

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

Recommendation 1

Ensure an adequate standard of teaching in all classes.

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

Twenty-nine lessons were observed during this follow-through inspection. All home-room teachers and specialist teachers were visited, as well as staff delivering the different intervention programmes offered in reading and mathematics. The quality of teaching had improved since the last inspection in 2014. There were many more examples of good teaching across different phases of the school. More than two thirds of lessons were judged to be good or better. Students made good progress in key subjects and most lessons offered by specialist staff and within intervention programmes were similarly found to be of good quality.

Strengths in teaching included teachers' good subject knowledge and their effective strategies to engage and motivate students to learn. In a significant number of lessons, the teachers planned very carefully and comprehensively, taking due care to ensure that the content of lesson met the required needs of students and that topics were interesting and engaging. In almost all cases lessons were very well organised and effectively managed. Teachers achieved an appropriate balance between teacher-led and student-initiated activities. They often explained tasks clearly and questioned students effectively to elicit extended and detailed responses which supported their assessment of the students' skills. Teachers and support staff worked closely together as a team and classroom assistants were often deployed effectively to provide support to students requiring additional help with their learning. Relationships between staff and students were positive and teachers made good use of praise to motivate and engage learners. Classes were well managed and behaviour was carefully monitored with skilled intervention strategies in place, as necessary.

The senior leaders of the school regularly monitored the quality of teaching. Their evaluations were judged to be accurate and the framework for evaluation was robust and effectively moderated. Teachers' planning was checked by senior staff and adjustments made, as required, to ensure continuity and progression from year to year. Following lesson observations, staff were provided with written feedback and given clear guidance regarding their strength. In addition, the Principal, Deputy Principal and Heads of Infants and Juniors reviewed students' work and visited classes unannounced to check standards and report on the quality of teaching. These arrangements had been effective in helping improve the work of staff and provided a positive incentive to the wider school community to continue to improve. Relationships and morale in the school were very positive and staff were mutually supportive.

There was scope for development to the arrangements for monitoring and evaluation of the quality of teaching to ensure continued improvement. Observation schedules did not consistently include reference to standards of achievement or progress. Similarly, next step targets were not always sufficiently generic, formative nor followed up in subsequent lesson observations. These areas of focus may assist continued development in teaching quality and the effective implementation of school improvement priorities.

Senior leaders had struggled to find supply teachers to cover classes on the occasion of long-term absence of home-room teachers. Where this had happened in the past, absence had led to some discontinuity in the quality of learning for students. A review of students' exercise books and their progress data reflected the significant impact such absence had made upon the academic outcomes of students in previous sessions.

Recommendation 2

Use information from assessment, marking and evaluation of lessons to guide subsequent teaching.

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

Staff benefited from a wide range of assessment information which they used well to organise groups and to identify students that would benefit from additional support, including the intervention programmes. The assessments were often diagnostic with very detailed analysis of particular strengths and weaknesses in the knowledge and skills of individual students. Staff did not yet consistently use that information to inform lessons from day to day. They did, however, know their students well and used the assessment information arising from ongoing lessons to adapt activities to meet the diverse range of learners needs in the class.

Students' work was marked regularly in most cases though there were isolated examples where teachers could have provided more detailed and consistent information to students about next steps in their learning.

Staff encouraged older students to evaluate their own work and review their achievements from time to time. When supported with clear rubrics and age-appropriate information, this proved to be particularly successful in helping students improve their own work. In most lessons teachers made reference to the learning goals agreed at the start of the lesson and checked with the students whether the objectives of the lesson had been met. This proved an effective strategy to help ensure good progress and promote students' responsibility for their own learning.

Teachers made frequent reference to prior learning during lessons and would revisit topics where there were signs that students had experienced difficulty or needed to review concepts once again. For example, in Y6, information from a recent mathematics assessment indicated how students had incorrectly read scales to measure volume. The teacher revisited the topic and skillfully addressed common errors evident in the test to help improve students' knowledge and skills.

In English and mathematics, teachers collected students' work at key points across the academic year and checked levels of achievement by marking carefully against set rubric defined by the Ministry of Education. Results were moderated to ensure consistency and accuracy. An analysis of the assessment procedures by inspectors found teachers' judgements to be robust and well evidenced. Report cards to parents in almost all cases provided a comprehensive overview of core skills and linked student competencies to curriculum levels. This allowed a positive insight into students' achievement against expected levels for each age and stage.

Recommendation 3

Make sure that students understand their targets and what they need to do to reach them.

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

In the upper stages of the school students had a sound grasp of their current levels of achievement in reading, writing and mathematics. This information was often displayed in classes and reinforced through regular assessments and dialogue between student and teacher. In Key Stage One classes, from Y1 to Y3, age-appropriate information was given to the students and frequent reminders provided in lessons which helped students remember their set tasks and their lesson objectives. There were examples of excellent practice noted in the infant classes including for example in Y1, where the teacher used photographs of the class members to help students remember their specific targets for the lesson. Also, whilst learning about the use of time order words, such as 'next', 'after that' and 'finally', the teacher made effective use of the students' own writing from the previous day to illustrate good quality work. Students' successful completion of the lesson objective in their writing was used to help all understand how they could do better.

In many of the excellent and good lessons observed, a characteristic of the teachers' work was the use of peer and self-marking by students to check success against the objectives set by the teacher at the start of the lesson. In one Y5 class, for example, the students' books included a summary statement for every lesson prepared by the teacher indicating the focus for the lesson and also a subsequent review by the teacher, student or peer regarding achievement. In this class there were frequent conversations regarding students' achievement and shared acknowledgement of success and effort. This positive climate for learning was key to facilitating high levels of engagement from a group of students; a high percentage of which had diverse additional support needs.

Senior leaders had developed consistent procedures across the school to ensure effective target-setting and review. The Principal and other Senior Leadership Team (SLT) members met with teachers on a regular basis to check students' progress against set targets and agree any support that was required to accelerate progress. The focus was often upon the needs of under achieving students and this had been an important and successful development to meet those students' needs and allow access to intervention programmes. The SLT should extend the review process to look more closely at the students whose assessment information indicates potential for higher levels of achievement. Furthermore, additional work was required, particularly in Key Stage 2, from Years 4 to 6, to provide students with a clearer indication of what they needed to do, particularly in their writing, to achieve the next level. Too often students at this stage of the school were aware of their current level but lacked a clear understanding of what was required to achieve the next level.

Recommendation 4

Take into account, when planning and teaching lessons, the different abilities of students and adapt tasks to give a suitable level of support or challenge.

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

Teachers' lesson plans were often detailed and included comprehensive contextual information regarding the different needs of students in the class. Teachers were aware of the learning needs of students and they adjusted their questions in the lesson or the design of the worksheet for the students, for example, according to the varying needs.

In English lessons, tasks were varied and often involved different levels for various groups. For example, in a Y1 class, more able students were studying similarities between two well-known stories and were required to write an explanation of common elements and the main differences. Others in the same class who required additional support, were focusing upon using finger spaces to help ensure their own writing was legible. Similarly, in science at Y5, students were investigating sound and using a range of practical tasks to develop their understanding of the relationship between vibration and sound. Higher achieving students were required to record their findings to a greater level of detail than others who had limited written language ability.

In mathematics and writing lessons, tasks designed for the students were not always significantly different and teachers met various needs by adjusting the expectation for the finished piece of work or by targeting more complex questions to able students. There was considerable scope in these areas of the curriculum to further adjust tasks to address the diverse needs of each class and challenge higher achieving students more regularly and consistently, especially in Key Stage 2.

Most classes included a wide range of ability. Intervention programmes for reading and mathematics had been introduced over recent years to offer support for students requiring more individualised attention. The programmes had been designed to provide reinforcement of core skills in small groups. It was noted that students' progress in the intervention sessions was good and helped students gain confidence when tackling the same concepts within the larger class lessons. Provision for gifted and talented students was delivered primarily by class teachers and there were insufficient adaptation of core activities to extend and challenge this group on a consistent basis.

Recommendation 5

Increase the pace of lessons so that students complete more work in the time available.

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

Teachers planned the content of lessons carefully and made reasonable demand upon students to complete tasks within the given time. They used a range of strategies to help students work at the correct pace. These included sand timers, countdown techniques and short term targets and goals. Overall, these were effective. However, during the follow-through inspection it was noted that, in the longer English sessions where the period was often inclusive of both reading and writing tasks, the students did not always complete all activities and work was continued into the following day.

The timetable was well organised with sufficient time allocated to different areas of the primary curriculum. As a result of careful planning within year groups, students received a well-balanced curriculum and similar content was covered in each of the three classes in each year group. Students at Red Bay Primary School participated in a wide range of extension activities which featured as part of the typical school week. From Y1, for example, they studied Spanish and this provided a positive introduction to a modern foreign language and met the requirements of the Cayman Islands National Curriculum. In addition, the students enjoyed regular sailing and swimming sessions. The creative curriculum was a strength of the school and students from the school excelled in the creative arts, particularly music.

Expectations were high in most classes and teachers adjusted their demands of students appropriately as evidenced by ongoing assessment and students' grasp of new concepts. When appropriate, most teachers adapted their plans when students demonstrated a need for such adjustment. For example, in one excellent Y5 mathematics lesson, where students were learning about capacity and volume, the teacher identified misconceptions regarding the impact of container size on capacity. The teacher introduced a 'gallery walk' technique which allowed all students to focus closely on the gradient markers on containers and recognise equivalent volume in different shaped containers. Similarly, in the younger classes, teachers questioned students about reading texts and mathematical problems to check accurate comprehension. As was appropriate they did not always move on in the lesson until most were secure and could demonstrate confident acquisition of core facts or skills.

Recommendation 6

Develop a co-ordinated programme of interventions to help students who are falling behind to catch up.

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

The Principal had established a range of intervention programmes which provided support to students requiring additional help in their learning, especially reading and mathematics. The programmes were found to be effective and there was evidence of good progress over time based on the tests completed by the students participating in the different programmes. For example, a mathematics recovery programme supported Y3 students and had been in place since the beginning of the academic year. Recent assessments indicated that over ninety per cent of students had improved their test scores from the time they started the programme.

There were 145 students, around one quarter of the overall school population, on the special needs register. Most students were noted to be making good progress and the special educational needs team, including the SENCO, counsellor and home-room teachers planned carefully to meet the diverse needs in the school. There was a strong ethos of care which was evident in the effective way in which the staff team managed the personal, social, academic and emotional needs of the students.

Classroom assistants had a key role in supporting the students in their classes. They worked very sensitively with the students in their care and liaised well with teachers to deliver the content of the lesson and the requirements of students' individual education plans. Teachers identified students in a timely manner and made referral to the professionals within the school who would in turn liaise with parents. Where an external agency such as an educational psychologist was required to assess students' needs, the referral was promptly undertaken.

Recommendation 7

Develop speaking skills by encouraging students to explain their ideas and enrich their vocabulary through reading and listening to stories.

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

Across all lessons, teachers placed appropriate emphasis upon students' speaking and listening skills. Students were frequently asked to express their ideas and give reasons for their decisions and conclusions. Teachers' questions were often open ended and promoted students' thinking and reflection. In most cases, teachers achieved an appropriate balance which ensured good opportunities for oracy and sufficient pace within the lesson to help achieve lesson objectives. Most teachers made skilled use of the 'student as teacher' strategy because they recognised the importance of talking as an indication of an individual's grasp of certain concepts. As one Y5 teacher stated to his class, 'if you can't tell others about what you have learned, I haven't been successful as your teacher'.

In mathematics lessons, there were frequent demands upon students to explain the strategies they had used to reach certain answers. Staff effectively managed the time required for the review of incorrect strategies. In all classes teachers had established a positive learning environment in which the views of students were respected and valued. Students made mistakes and when this occurred effort was encouraged and praised. Teachers carefully selected reticent students to develop their confidence and facilitate their oral language skills. Most teachers questioned well in order to elicit extended and full responses from students. They rarely accepted single word answers and sought clarification from each student when brief or imprecise responses were offered.

Teachers commented on students' speaking and listening skills as part of the reporting process and they indicated within the report card whether students were achieving at, above or below expected level. The curriculum plans for speaking and listening were less discrete than other areas of English and there was scope for more focused and regular assessment of students' skills in this aspect of English within the planned curriculum from time to time.

In a few classes, students listening skills were less well developed. This was a feature of the younger classes in particular. However, teachers at all stages made good use of different techniques which supported students' acquisition of improved listening skills. For example, teachers would frequently ask students to repeat the contribution of another student to check good listening and, in a few classes, the concept of 'thinking aloud' was used well to facilitate different responses from students based on the contribution of others.

Overall, standards of achievement in speaking were broadly age-appropriate at Key Stages 1 and 2. Reading and listening to stories was a key component of the English curriculum but teachers had promoted skills in reading and listening across the curriculum and used consistently effective teaching strategies to elicit improved levels of performance.

Recommendation 8

Provide structured reading materials to support the development of reading skills in the early stages.

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

In all classes, the daily English lesson included a strong focus on reading. Teachers used a strategy of guided reading by which the teacher would work with a group of students using a shared text to promote reading comprehension. Students in Y1, despite being in the school for just over one term, were making good progress in reading. Most demonstrated a sound grasp of phonics and core vocabulary recognition. They read a shared text accurately with a good level of fluency and expression. They were able to identify connections between two well-known stories and could predict the next part of a story, using their sound grasp of the main events in a similar narrative. In order to promote reading, the staff had arranged access for all students to a range of levelled texts and had developed class libraries with fiction and non-fiction books. This development was still a work in progress as a number of class libraries were uninviting with an insufficient range of texts. The school library was not functional and this presented a significant challenge in order for staff to successfully promote students' love of reading and regularity in reading practice.

Students in the upper stages of the school also read on a regular basis and enjoyed a range of literature including non-fiction and poetry. During the follow-through inspection, the Y6 students were engaged in a critical analysis of a poem and could identify a range of features from the poem which including the writer's craft and how feeling and emotion was communicated by the author. They empathised with the character from the poem and could explain how certain words were used by the poet to good effect.

Although standards in reading had dipped in 2016 and 2017, school data and teacher assessment indicated improvements in the current academic year. In Y3, for the end of academic year 2017- 2018, the school predicted that around three quarters of the students would achieve at the expected level or above. Similarly, at Y6, observations from lessons, class work and ongoing assessments indicated that around one third of students would achieve better than expected levels and that two thirds would achieve at or above required levels. This would constitute a notable achievement compared to previous cohorts of students and would raise attainment to be in line with international standards and average levels noted in other contexts including, for example, in the UK.

Recommendation 9

Support students in learning to extract information and fully explore the meaning in what they read.

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

English lessons extended beyond core skills of phonics, grammar and writing. In many of the lessons observed during the follow-through inspection, teachers promoted students' comprehension skills to reflect on the writer's craft and upon the meaning of poetry and different texts. In science, for example, students used reading materials at school and at home to research projects linked to class topics. They were required to review the information, give presentations to their peers and produce their own books to demonstrate their learning. In Y6, for example, the students had studied the digestive system and had completed extended pieces of writing that had been assessed by their teacher to check their reading and writing skills.

Students enjoyed books as a regular feature of their daily class literacy experience. They also read books on-line as part of their homework programme and in class as a feature of their daily reading tasks. In the majority of classes, students read regularly at home and parents supported the reading programme through the use of home-school diaries.

The lack of a school library meant that access to non-fiction texts to support specific projects or class-based topics inhibited the regularity of students' use of books to find out information, research and explore areas of personal interest. The school was aiming to extend and improve the quality of books and range of content within class-based libraries. This was an ongoing requirement which was necessary to support students' acquisition of library and reading for information skills.

Recommendation 10

Increase the emphasis on students writing creatively and at length, in different subjects.

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

Standards in writing remained a priority for ongoing improvement in Red Bay Primary School. There were good arrangements in place to assess students' achievement in writing with termly pieces of work completed and evaluated against agreed criteria. Students at all stages wrote for different purposes and across different areas of the curriculum. For each piece of assessed writing, teachers provided an evaluation against curriculum levels and indicated next steps required for improvement. In each year there were examples of persuasive writing, reporting, creative and imaginative writing and other genre. These well-structured and effectively managed systems had been effective in helping improve the quality of writing across all stages of the school.

In 2017, only one third of the students left the school writing at an age-appropriate level. As a consequence of careful planning, revised curriculum content and robust assessment procedures, attainment had been raised and current levels, as well as the predicted outcomes for 2018, indicated improvement. The school anticipated that around eighty per cent of Y3 students would end the year at or above stage level requirements. In Y6 around half would reach expected levels. Results in Y6 were well below international standards but did reflect some notable improvement from previous years.

Standards in writing in Key Stage 2 had been identified as a priority for the school and effective strategies had been introduced to improve students' outcomes. The Principal and Senior Leadership Team needed to introduce further and earlier interventions within Key Stage 2 to help ensure better rates of progress. Although students in Y3 to Y6 wrote at length they still did not write regularly enough in a sufficiently wide range of contexts to secure confidence and fluency as writers. In particular, able students required further precise and detailed feedback from teachers to secure higher levels of achievement prior to their progression to their secondary school. Students at risk of not achieving expected levels required more frequent programmes of support and specific curriculum content tailored to their identified needs in order to secure required outcomes.

Recommendation 11

Develop students' speedy recall of number facts, and ability to calculate in their heads.

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

Mental calculation featured as a regular aspect of the mathematics lessons across the school. Assessments undertaken at Y6 demonstrated that progress was good and that most students achieved at or above expected levels for their age in this aspect of mathematics. In observed lessons in Y6, for example, students were able to use their knowledge of multiplication facts to solve problems. They were confident in calculating using addition and subtraction in the context of capacity and area. A review of the students' exercise books demonstrated regular application of number understanding to different aspects of mathematics. Overall, at Y6, levels of attainment had improved and the prediction for 2018 was that around three quarters of students in the three classes would achieve at or above expected standards. This constitutes notable improvement from the previous academic year and attainment levels slightly above international standards.

In Key Stage 1 classes, from Y1 to Y3, progress was also good as many students were confident and enthusiastic about mathematics and could complete age-appropriate calculation tasks with accuracy and fluency. Students in Y3 used their understanding of addition and subtraction to calculate elapsed time. Assessed work and ongoing test information from Y3 classes indicated that most students in this phase of the school were on track to achieve at the expected level by the end of the current academic year. Importantly, an increased number of students were already demonstrating achievement above expected level and the percentage of students performing above expected level was expected to increase compared to previous years.

Recommendation 12

Reduce the length of teachers' introductions that require all students to work at the same pace.

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

Ten mathematics lessons were observed during the follow-through inspection. These included sessions in Years 2 to 6. The numeracy intervention programme was also observed. The quality of teaching in mathematics was good overall and there was an appropriate balance in most sessions between teacher talk and hands-on practical activity. In the majority of lessons, teachers did introduce the lesson with a whole group activity and this frequently included some discussion regarding the new concept being taught. This helped the teacher assess the students' current skills and knowledge. Teachers managed such introductions effectively and ensured the pace was sufficiently brisk.

In the main part of the lesson, where different activities or tasks were introduced, students were often challenged to apply their learning to solve a real-life mathematical problem. In one Y6 class, for example, the teacher explained how different containers had been mixed up and the students had to use a number of clues pertaining to the relative volume of the containers to solve the problem. As a consequence of this problem-solving strategy, students were often highly motivated and fully engaged in their mathematics lessons. They enjoyed the tasks that were set and worked collaboratively in groups to learn together.

Teachers made good use of questioning to check students' understanding and extend their thinking. There was, however, too few times in which tasks were developed for higher achieving students which provided sufficient challenge and extension. Often classes were organised into mixed ability groups and therefore able students contributed to the positive learning of their peers within the set groups. At times though, there was scope for such students to be given predefined and more complex tasks which allowed achievement at the higher levels and which demanded more from them in terms of application of skills or open-ended problems to solve.

Survey Results

98 parents, 27 staff and 138 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Most parents were satisfied with the quality of education provided at Red Bay Primary School. They responded positively regarding the progress their children were making in key subjects. Most stated that their children enjoyed lessons and that the quality of teaching was good. Most parents believed that their children were developing a strong sense of responsibility and had gained good environmental understanding. Although most felt that their children were treated fairly, were safe and well cared for, a significant minority did not agree that behaviour in the school was good. A significant number of parents stated that communication between home and school could be improved and that the reports provided by teachers could be clearer. A few felt that the homework provided by staff was insufficient. Most parents considered the school to be well led and appreciated the improvements that had been made to the quality of education at Red Bay Primary School over recent years.

Twenty-five teachers and two support staff completed the survey. Around two thirds of the teachers had worked in the school for three years or more. Almost all felt that the school provided a good quality of education for students. They believed that the professional development they had received was effective and all stated that they were fully involved in the process of school improvement. Most considered the school to be well led and felt that the school enjoyed good links with the community. Around one third of teachers stated that parent-teacher meetings were not well attended. In their written comments teachers expressed concern regarding the level of staffing, particularly in helping address the needs of students with special educational needs. They felt that students with challenging behaviour required more support than was currently in place.

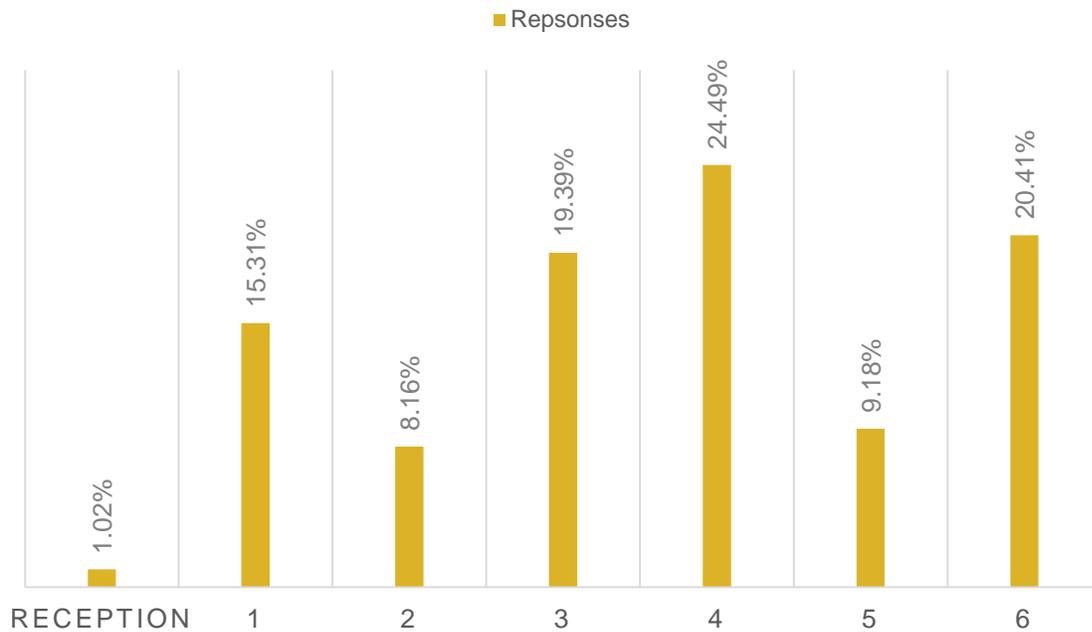
Almost all Y5 and Y6 students completed the survey. They were very positive about their school and expressed high levels of satisfaction regarding the quality of teaching and the care they received from staff. Most students felt that they were making good progress in English, mathematics, science and other subjects. They stated that they received the right amount of homework. They liked the fact that the school helped students to choose a healthy lifestyle and they appreciated the good resources which they considered were available to them in their classes and which they believed helped support their learning.

What happens next?

As overall progress has been judged as **good**, there will be no further Follow-Through Inspections of the school. The school will receive a full inspection from the Office of Education Standards within the next four-year cycle, which commences in September 2018.

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	96
Skipped	2

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

Response	Percentage	Count
Less than one year	22.92%	22
More than one year but less than three years	36.46%	35
More than three years	40.63%	39
	Answered	96
	Skipped	2

What is your nationality?



My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	35.79%	34
Agree	52.63%	50
Disagree	10.53%	10
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.05%	1
	Answered	95
	Skipped	3

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	30.53%	29
Agree	50.53%	48
Disagree	14.74%	14
Strongly Disagree	3.16%	3
I am unsure or unable to answer the question	1.05%	1
	Answered	95
	Skipped	3

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	24.21%	23
Agree	61.05%	58
Disagree	7.37%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.37%	7
	Answered	95
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	23.16%	22
Agree	68.42%	65
Disagree	5.26%	5
Strongly Disagree	1.05%	1
I am unsure or unable to answer the question	2.11%	2
	Answered	95
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	5.32%	5
Agree	58.51%	55
Disagree	18.09%	17
Strongly Disagree	6.38%	6
I am unsure or unable to answer the question	11.70%	11
	Answered	94
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	23.16%	22
Agree	62.11%	59
Disagree	9.47%	9
Strongly Disagree	3.16%	3
I am unsure or unable to answer the question	2.11%	2
	Answered	95
	Skipped	3

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	16.84%	16
Agree	72.63%	69
Disagree	4.21%	4
Strongly Disagree	2.11%	2
I am unsure or unable to answer the question	4.21%	4
	Answered	95
	Skipped	3

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	24.73%	23
Agree	64.52%	60
Disagree	4.30%	4
Strongly Disagree	2.15%	2
I am unsure or unable to answer the question	4.30%	4
	Answered	93
	Skipped	5

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	25.81%	24
Agree	65.59%	61
Disagree	3.23%	3
Strongly Disagree	2.15%	2
I am unsure or unable to answer the question	3.23%	3
	Answered	93
	Skipped	5

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	32.26%	30
Agree	55.91%	52
Disagree	8.60%	8
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.23%	3
	Answered	93
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	19.35%	18
Agree	46.24%	43
Disagree	15.05%	14
Strongly Disagree	9.68%	9
I am unsure or unable to answer the question	9.68%	9
	Answered	93
	Skipped	5

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	11.83%	11
Agree	70.97%	66
Disagree	4.30%	4
Strongly Disagree	1.08%	1
I am unsure or unable to answer the question	11.83%	11
	Answered	93
	Skipped	5

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	15.05%	14
Agree	55.91%	52
Disagree	17.20%	16
Strongly Disagree	10.75%	10
I am unsure or unable to answer the question	1.08%	1
	Answered	93
	Skipped	5

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	26.09%	24
Agree	61.96%	57
Disagree	7.61%	7
Strongly Disagree	2.17%	2
I am unsure or unable to answer the question	2.17%	2
	Answered	92
	Skipped	6

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	18.28%	17
Agree	53.76%	50
Disagree	11.83%	11
Strongly Disagree	3.23%	3
I am unsure or unable to answer the question	12.90%	12
	Answered	93
	Skipped	5

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	16.13%	15
Agree	30.11%	28
Disagree	1.08%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	52.69%	49
	Answered	93
	Skipped	5

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	14.13%	13
Agree	67.39%	62
Disagree	3.26%	3
Strongly Disagree	8.70%	8
I am unsure or unable to answer the question	6.52%	6
	Answered	92
	Skipped	6

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	10.87%	10
Agree	41.30%	38
Disagree	8.70%	8
Strongly Disagree	9.78%	9
I am unsure or unable to answer the question	29.35%	27
	Answered	92
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	9.78%	9
Agree	54.35%	50
Disagree	8.70%	8
Strongly Disagree	2.17%	2
I am unsure or unable to answer the question	25.00%	23
	Answered	92
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	12.90%	12
Agree	32.26%	30
Disagree	4.30%	4
Strongly Disagree	5.38%	5
I am unsure or unable to answer the question	45.16%	42
	Answered	93
	Skipped	5

The school is well led.

Response	Percentage	Count
Strongly Agree	25.00%	23
Agree	56.52%	52
Disagree	5.43%	5
Strongly Disagree	2.17%	2
I am unsure or unable to answer the question	10.87%	10
	Answered	92
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	9.78%	9
Agree	44.57%	41
Disagree	22.83%	21
Strongly Disagree	8.70%	8
I am unsure or unable to answer the question	14.13%	13
	Answered	92
	Skipped	6

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	17.39%	16
Agree	52.17%	48
Disagree	16.30%	15
Strongly Disagree	8.70%	8
I am unsure or unable to answer the question	5.43%	5
	Answered	92
	Skipped	6

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	14.13%	13
Agree	55.43%	51
Disagree	10.87%	10
Strongly Disagree	2.17%	2
I am unsure or unable to answer the question	17.39%	16
	Answered	92
	Skipped	6

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	15.22%	14
Agree	56.52%	52
Disagree	18.48%	17
Strongly Disagree	4.35%	4
I am unsure or unable to answer the question	5.43%	5
	Answered	92
	Skipped	6

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	13.04%	12
Agree	53.26%	49
Disagree	22.83%	21
Strongly Disagree	1.09%	1
I am unsure or unable to answer the question	9.78%	9
	Answered	92
	Skipped	6

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	9.78%	9
Agree	53.26%	49
Disagree	14.13%	13
Strongly Disagree	3.26%	3
I am unsure or unable to answer the question	19.57%	18
	Answered	92
	Skipped	6

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	13.04%	12
Agree	46.74%	43
Disagree	4.35%	4
Strongly Disagree	1.09%	1
I am unsure or unable to answer the question	34.78%	32
	Answered	92
	Skipped	6

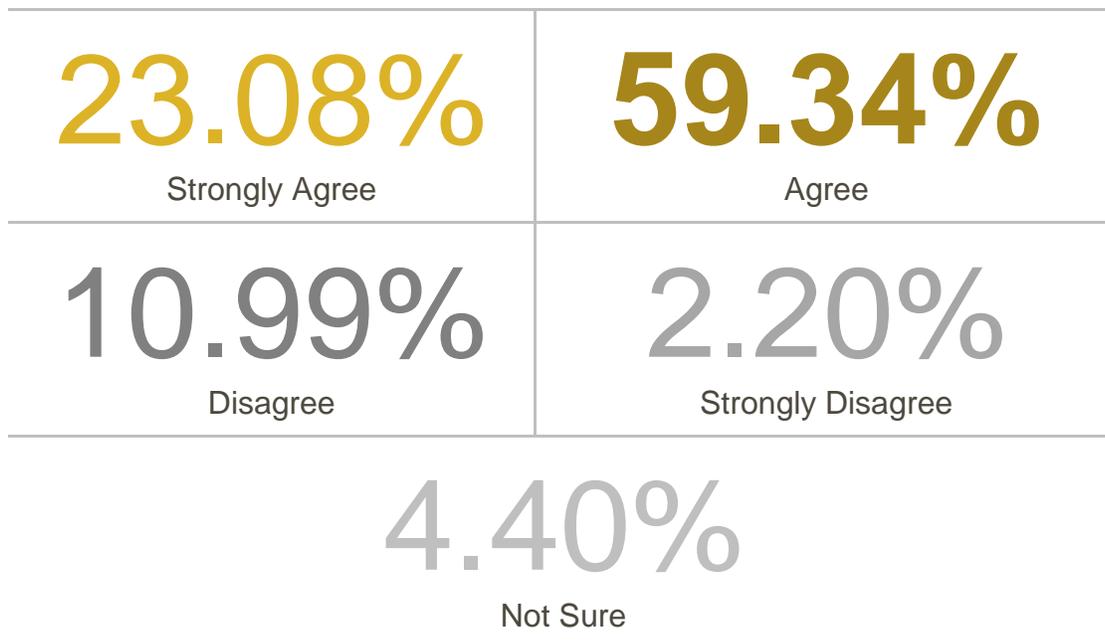
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	26.09%	24
Agree	50.00%	46
Disagree	7.61%	7
Strongly Disagree	2.17%	2
I am unsure or unable to answer the question	14.13%	13
	Answered	92
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	16.30%	15
Agree	64.13%	59
Disagree	13.04%	12
Strongly Disagree	2.17%	2
I am unsure or unable to answer the question	4.35%	4
	Answered	92
	Skipped	6

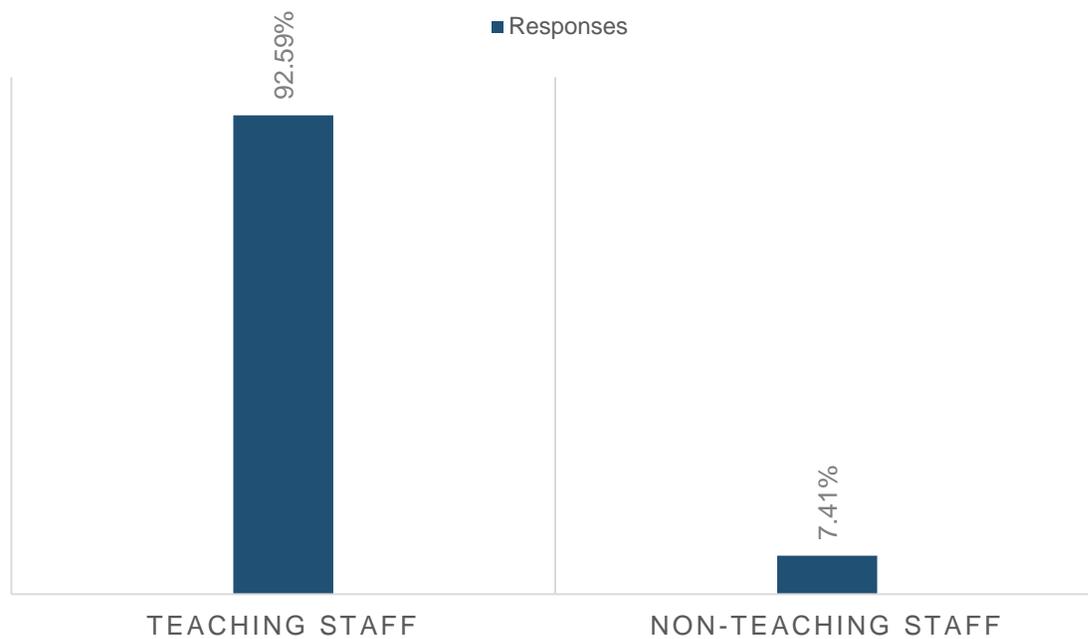
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	91
Skipped	7

Office of Education Standards | Staff Survey 2018

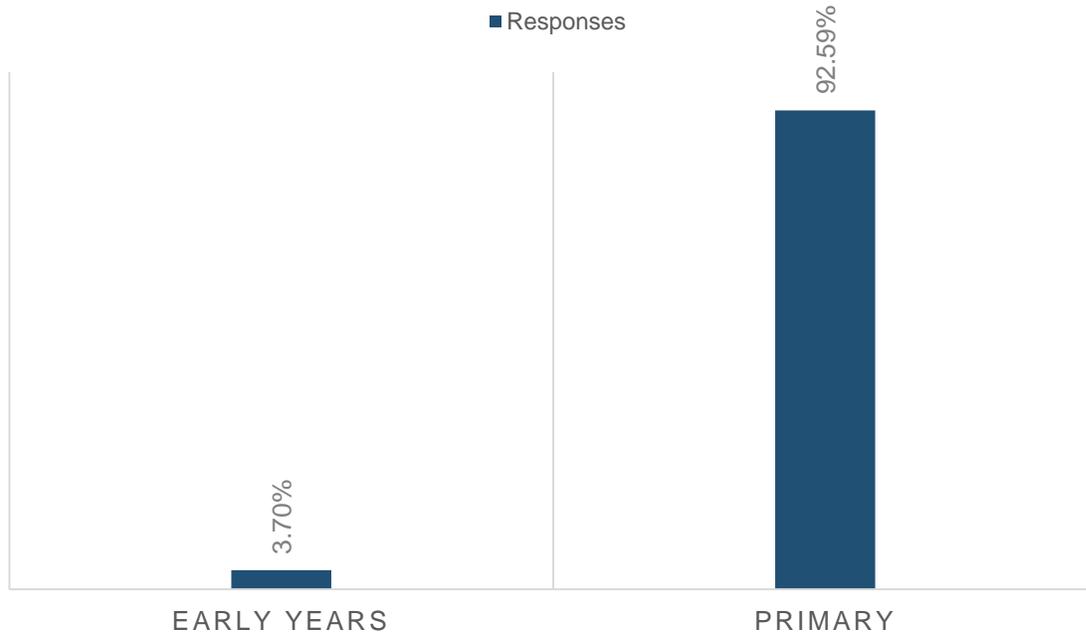
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	3.70%	1
More than one year but less than three years	25.93%	7
Three years or more	70.37%	19
	Answered	27
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

29.63%

Caymanian

70.37%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	26.92%	7
Agree	53.85%	14
Disagree	7.69%	2
Strongly Disagree	7.69%	2
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	11.54%	3
Agree	61.54%	16
Disagree	11.54%	3
Strongly Disagree	7.69%	2
I am unsure or unable to answer the question	7.69%	2
	Answered	26
	Skipped	1

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	23.08%	6
Agree	53.85%	14
Disagree	19.23%	5
Strongly Disagree	3.85%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	26
	Skipped	1

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	34.62%	9
Agree	46.15%	12
Disagree	7.69%	2
Strongly Disagree	3.85%	1
I am unsure or unable to answer the question	7.69%	2
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42.31%	11
Agree	42.31%	11
Disagree	15.38%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	61.54%	16
Agree	30.77%	8
Disagree	0.00%	0
Strongly Disagree	3.85%	1
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	42.31%	11
Agree	46.15%	12
Disagree	7.69%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	50.00%	13
Agree	38.46%	10
Disagree	3.85%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	7.69%	2
	Answered	26
	Skipped	1

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	46.15%	12
Agree	50.00%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	46.15%	12
Agree	50.00%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	38.46%	10
Agree	50.00%	13
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.54%	3
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	19.23%	5
Agree	42.31%	11
Disagree	23.08%	6
Strongly Disagree	3.85%	1
I am unsure or unable to answer the question	11.54%	3
	Answered	26
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	46.15%	12
Agree	30.77%	8
Disagree	7.69%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.38%	4
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	46.15%	12
Agree	53.85%	14
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	26
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	38.46%	10
Agree	50.00%	13
Disagree	7.69%	2
Strongly Disagree	3.85%	1
I am unsure or unable to answer the question	0.00%	0
	Answered	26
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	8.00%	2
Agree	52.00%	13
Disagree	36.00%	9
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	4.00%	1
	Answered	25
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	12.00%	3
Agree	56.00%	14
Disagree	24.00%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	2
	Answered	25
	Skipped	2

The school enjoys good links with the wider community.

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

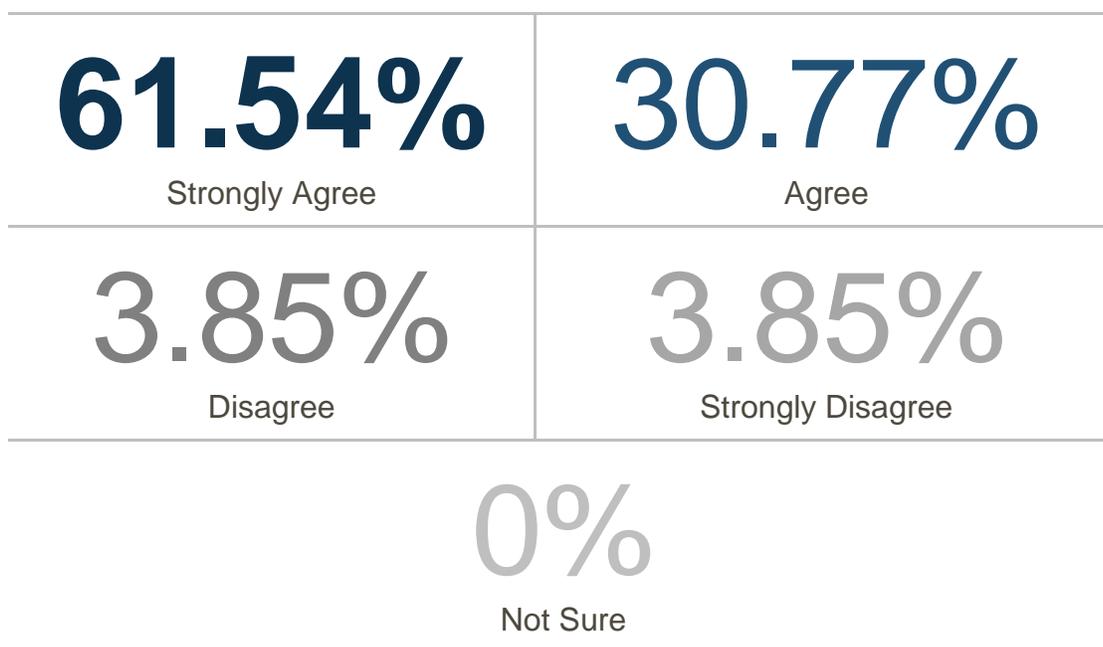
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	84.62%	22
Agree	15.38%	4
Disagree	0.00%	0
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	26
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	3.85%	1
Agree	53.85%	14
Disagree	19.23%	5
Strongly Disagree	19.23%	5
I am unsure or unable to answer the question	3.85%	1
	Answered	26
	Skipped	1

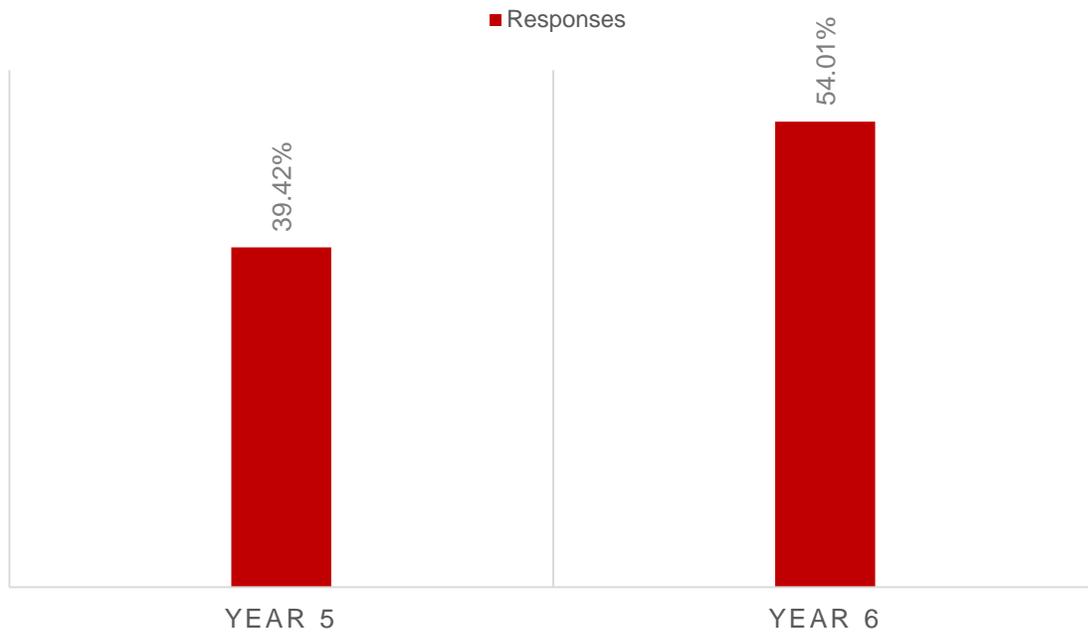
Overall, this school provides a good quality of education.



Response	Count
Answered	26
Skipped	1

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

78.68%

Caymanian

21.32%

Non-Caymanian

Please state your gender.

70

Boys

68

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	24.64%	34
Agree	61.59%	85
Disagree	2.90%	4
Strongly Disagree	0.72%	1
I am unsure or unable to answer the question	10.14%	14
	Answered	138
	Skipped	0

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	39.86%	55
Agree	44.93%	62
Disagree	7.25%	10
Strongly Disagree	2.90%	4
I am unsure or unable to answer the question	5.07%	7
	Answered	138
	Skipped	0

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	21.01%	29
Agree	58.70%	81
Disagree	10.87%	15
Strongly Disagree	2.17%	3
I am unsure or unable to answer the question	7.25%	10
	Answered	138
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	42.75%	59
Agree	45.65%	63
Disagree	3.62%	5
Strongly Disagree	1.45%	2
I am unsure or unable to answer the question	6.52%	9
	Answered	138
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	24.09%	33
Agree	43.07%	59
Disagree	18.98%	26
Strongly Disagree	5.11%	7
I am unsure or unable to answer the question	8.76%	12
	Answered	137
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	21.01%	29
Agree	55.80%	77
Disagree	10.14%	14
Strongly Disagree	2.17%	3
I am unsure or unable to answer the question	10.87%	15
	Answered	138
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	21.01%	29
Agree	52.17%	72
Disagree	14.49%	20
Strongly Disagree	2.90%	4
I am unsure or unable to answer the question	9.42%	13
	Answered	138
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	55.47%	76
Agree	41.61%	57
Disagree	0.00%	0
Strongly Disagree	2.19%	3
I am unsure or unable to answer the question	0.73%	1
	Answered	137
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	45.65%	63
Agree	48.55%	67
Disagree	2.90%	4
Strongly Disagree	1.45%	2
I am unsure or unable to answer the question	1.45%	2
	Answered	138
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51.09%	70
Agree	40.15%	55
Disagree	2.19%	3
Strongly Disagree	2.92%	4
I am unsure or unable to answer the question	3.65%	5
	Answered	137
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	27.74%	38
Agree	55.47%	76
Disagree	4.38%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	12.41%	17
	Answered	137
	Skipped	1

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	40.15%	55
Agree	41.61%	57
Disagree	10.22%	14
Strongly Disagree	2.19%	3
I am unsure or unable to answer the question	5.84%	8
	Answered	137
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	41.30%	57
Agree	47.83%	66
Disagree	5.07%	7
Strongly Disagree	2.17%	3
I am unsure or unable to answer the question	3.62%	5
	Answered	138
	Skipped	0

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	54.01%	74
Agree	39.42%	54
Disagree	2.19%	3
Strongly Disagree	2.19%	3
I am unsure or unable to answer the question	2.19%	3
	Answered	137
	Skipped	1

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	40.58%	56
Agree	40.58%	56
Disagree	7.25%	10
Strongly Disagree	2.90%	4
I am unsure or unable to answer the question	8.70%	12
	Answered	138
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	36.96%	51
Agree	44.20%	61
Disagree	9.42%	13
Strongly Disagree	2.17%	3
I am unsure or unable to answer the question	7.25%	10
	Answered	138
	Skipped	0

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	28.99%	40
Agree	34.06%	47
Disagree	10.14%	14
Strongly Disagree	6.52%	9
I am unsure or unable to answer the question	20.29%	28
	Answered	138
	Skipped	0

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	29.41%	40
Agree	41.18%	56
Disagree	14.71%	20
Strongly Disagree	8.09%	11
I am unsure or unable to answer the question	6.62%	9
	Answered	136
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	44.20%	61
Agree	38.41%	53
Disagree	5.80%	8
Strongly Disagree	2.90%	4
I am unsure or unable to answer the question	8.70%	12
	Answered	138
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	51.45%	71
Agree	36.96%	51
Disagree	4.35%	6
Strongly Disagree	3.62%	5
I am unsure or unable to answer the question	3.62%	5
	Answered	138
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	36.96%	51
Agree	53.62%	74
Disagree	2.90%	4
Strongly Disagree	0.72%	1
I am unsure or unable to answer the question	5.80%	8
	Answered	138
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	37.23%	51
Agree	50.36%	69
Disagree	2.19%	3
Strongly Disagree	1.46%	2
I am unsure or unable to answer the question	8.76%	12
	Answered	137
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	25.74%	35
Agree	45.59%	62
Disagree	11.03%	15
Strongly Disagree	5.15%	7
I am unsure or unable to answer the question	12.50%	17
	Answered	136
	Skipped	2

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	18.38%	25
Agree	60.29%	82
Disagree	7.35%	10
Strongly Disagree	2.94%	4
I am unsure or unable to answer the question	11.03%	15
	Answered	136
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	46.38%	64
Agree	44.20%	61
Disagree	3.62%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.80%	8
	Answered	138
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	38.41%	53
Agree	47.10%	65
Disagree	3.62%	5
Strongly Disagree	2.17%	3
I am unsure or unable to answer the question	8.70%	12
	Answered	138
	Skipped	0

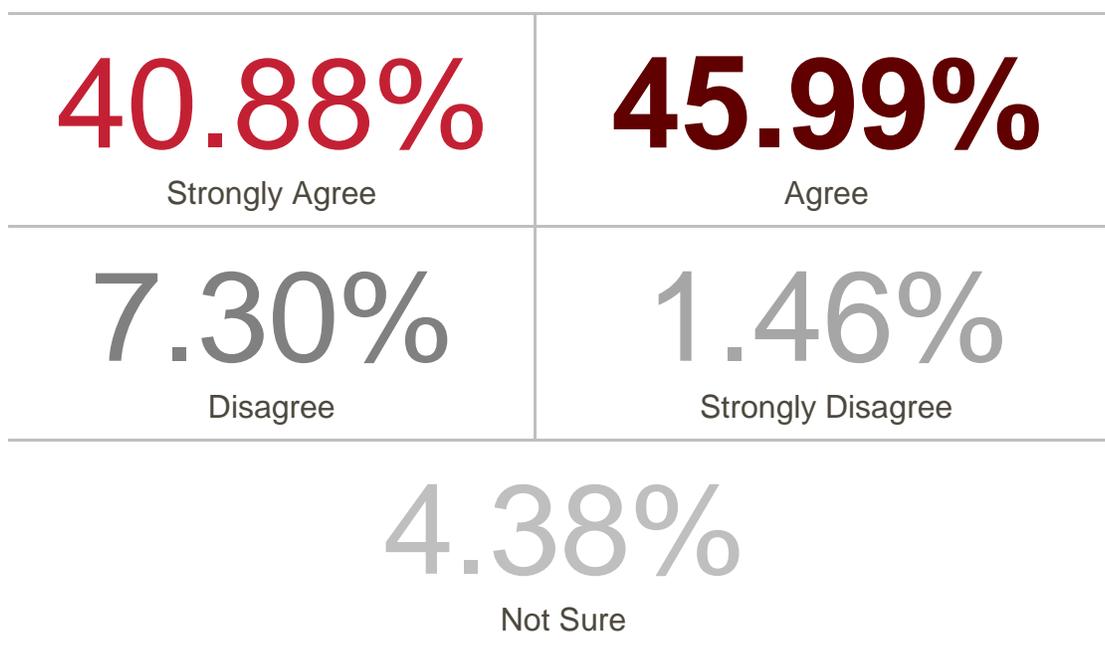
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	40.15%	55
Agree	46.72%	64
Disagree	4.38%	6
Strongly Disagree	2.19%	3
I am unsure or unable to answer the question	6.57%	9
	Answered	137
	Skipped	1

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	41.18%	56
Agree	50.74%	69
Disagree	1.47%	2
Strongly Disagree	2.94%	4
I am unsure or unable to answer the question	3.68%	5
	Answered	136
	Skipped	2

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



Response	Count
Answered	137
Skipped	1

Who are we and what do we do?

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

How to contact us

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

adminOES@gov.ky

Where to read our reports?

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

www.pocs.gov.ky

