



INSPECTION REPORT

SAVANNAH PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS

February 2019

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Inspections of schools, colleges and early years centres in The Cayman Islands

As determined by Education Law (2016), all educational institutions are inspected regularly by The Office of Education Standards. The purpose of inspection is primarily to support ongoing improvement in each school and also to provide rigorous, impartial and comprehensive information to parents, to government officers and to appointed Ministers regarding the quality of education both in government and private educational establishments.

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

Inspection frameworks are a central feature of different school evaluation systems worldwide. They provide a structure within which inspectors make judgements 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 Savannah Primary

Name of school	Savannah Primary
Address	1659, Shamrock Road, Savannah, Grand Cayman.
Telephone	345-947-1344
E-mail address	carol.nyack@gov.ky
School Website	https://schools.edu.ky/sav/Pages/Home.aspx
Principal	Ms. Carol Nyack
School day timing	8 am to 2.45 pm
Age range of students	4 to 11 years
Number of students	451
Number of teaching staff	32
Number of support staff	11
Date of last inspection	14 th to 17 th January 2015

The context of the school

Savannah Primary School is the second largest primary school on the Cayman Islands with a current student enrolment of 451. The school has classes from Reception to Year 6 with three classes in each year group.

Savannah Primary follows the Cayman Island National Curriculum. In addition, the school is one of three primary schools on the Cayman Islands that is an International Baccalaureate World School authorised to deliver the Primary Years Programme framework. The school uses the Cayman Islands Early Years Curriculum in the Reception classes.

Savannah Primary School was inspected in January 2015, as part of a series of baseline inspections. At that time, the overall effectiveness of the school was judged to be unsatisfactory. In November 2017, the school was revisited by a team of inspectors from the Office of Education Standards who found that the school had made satisfactory progress in addressing the three recommendations in the baseline inspection report.

At the time of this inspection, approximately 20 per cent of the students were identified as having special educational needs. In addition, a minority had been excluded over the last school term and previous school year due to challenging behaviour.

Key strengths

Inspectors identified the following strengths of the school;

- Most students demonstrated good civic and environmental awareness;
- There were good arrangements to ensure the health and safety of the students, and the school promoted healthy lifestyles;
- Parents and local organisations effectively supported the work of the school.

Recommendations

The Principal and senior leaders should:

- Improve the quality of teaching by regular and rigorous monitoring to raise students' standards of achievement in mathematics, science and English;
- Require all teachers to make more effective use of assessment data to support and challenge all students and secure improved rates of progress;
- Ensure that all teachers have high expectations of what all students can achieve, regardless of their starting points and plan appropriately to meet their needs;
- Ensure that all staff are skilled in using appropriate behaviour management strategies to manage students with the most challenging behaviours;
- Review the organisation and planning of the Cayman Islands National Curriculum and the Primary Years Programme to secure continuity and progression in learning for all students, across all subject areas;
- Improve school leadership, self-evaluation and school improvement processes to drive improvements in students' achievement.

Summary

Overall Evaluation - Weak

The overall performance of Savannah Primary School was weak. Across all quality indicators, a majority were judged to be weak. These included:

- Students' attainment and progress in English, mathematics and science;
- Positive behaviour for learning;
- Teaching, learning and assessment;
- Curriculum quality;
- Support and guidance;
- Leadership; and self-evaluation and improvement planning.

Students' civic and environmental awareness and health and safety were judged to be good.

Links with parents and the community, and staffing and the learning environment were judged satisfactory.

Achievement

Students' attainment in relation to international standards	Primary
Attainment in English	Weak
Attainment in mathematics	Weak
Attainment in science	Weak

Students' attainment in English was weak. In reading and writing in the 2018 end of Key Stage 2 tests, only a majority of students achieved at the expected level, although this did represent an improvement on the two previous years. Students' attainment in speaking was often good and they could express ideas and opinions in discussion and debate. However, the students' writing and reading levels were below curriculum and international standards. In guided reading sessions, those students not working with the teacher were often given tasks which failed to engage or offer challenge. In Year 6 classes, the reading texts provided to students were noted to be of a difficulty level well below what could be expected for their age.

Students' attainment in mathematics in all year groups was weak. Attainment was especially low in Years 3, 4 and 5. A review of students' workbooks showed that the attainment of students in all year groups was below international standards. The attainment of students in most lessons was below age-related expectations because teachers often pitched the work too low. For example, Year 4 students were learning about aspects of two-dimensional shapes, which was part of the Key Stage 1 curriculum. However, inspectors observed that in the end of Key Stage 1 tests in 2018, students' attainment was satisfactory in mathematics and continued a rising trend. In a few classes, inspectors observed that mental arithmetic sessions engaged the students though their skills were underdeveloped.

Students' attainment in science was weak because in almost all the lessons in Key Stage 1 and 2 students were working below national and international standards due to the lack of adequate coverage of scientific topics. In addition, there were limited opportunities for students to deepen their knowledge through practical activities and discuss their findings. Most students' critical thinking skills were weak.

Students' progress in key subjects	Primary
Progress in English	Weak
Progress in mathematics	Weak
Progress in science	Weak

Students' progress in English was weak. In 2018, only a majority of students had reached the levels required at the end of Key Stage 2 and school data indicated that only a majority of students across the school, with the exception of those in Reception, made the progress over time that was expected of them. The English curriculum, particularly the focus on extended writing sessions, did not support students to make good progress. Tasks were not challenging enough, and students were often given texts which were too easy for them. Although there was a school marking policy, it was inconsistently applied and too often teachers' comments were not acted upon by students to help improve their work.

Students' progress in mathematics was weak. In 2017 and 2018 the proportion of students making the required progress in mathematics was low. Reviews of the students' workbooks showed that most did not make sufficient progress over time. Too few students made more than expected progress, because they were not challenged enough in their learning. Most students with special educational needs did not make the progress they should because in-class support was not tailored well to their needs. However, in a minority of lessons, students made at least satisfactory progress when engaged in sessions which developed their mental calculation skills. For example, they could show their working out when solving 'countdown' arithmetic problems. In a few classes, students made satisfactory progress when they used reasoning to explain how they had solved real-life problems.

Students' progress in science was weak. In almost all the science lessons, students were working below national and international standards. This was because the curriculum plans did not ensure continuity and progression in the students' learning. Nevertheless, at Key Stage 1, a majority of students used pictures to illustrate the life cycle of a turtle and identified similarities and differences between plant and animal features. A majority of students developed basic scientific knowledge though concepts were not consistently challenging. By Key Stage 2, students had explored the concept of air resistance and discussed what happened during bungee jumping. However, students' enquiry based, and critical thinking skills were weak, and there were too few opportunities for students to develop scientific skills through practical activities which included testing and finding things out for themselves. As a result, most students were not well prepared for the next stage in their learning.

Students' personal and social development

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

Students' behaviour for learning was judged as weak because in a significant number of lessons, inspectors observed that the poor behaviour of a minority affected the pace of lessons and students' progress. Students' attendance required improvement. Inspectors noted that exclusion rates were relatively high and that students' average attendance was impacted by some parents' early withdrawal of their children ahead of the Christmas holidays. In most observed sessions the interactions between almost all staff and students were positive and affirming. The majority of the students adhered to the school's uniform policy and most were courteous in their interactions with adults and their peers.

Students' civic and environmental understanding was good. Most students in the older year groups demonstrated strong knowledge of their culture, religion and national identity. Morning devotions celebrated students' achievements and promoted school fundraising initiatives. Most students demonstrated an age-appropriate understanding of some of the local Caymanian traditions and culture. Older students could confidently talk about the Cayman Islands National Heroes and could name some historical facts about the discovery of the islands. Students helped to take care of their immediate surroundings by recycling and kept their school environment tidy. A minority participated in schemes and projects that supported sustainability and conservation including, for example, island beach clean-ups. Most students were aware of some important environmental issues especially in relation to plastic waste found in the sea surrounding the Cayman Islands and the impact that ocean pollution could have on the tourism industry.

Teaching, learning and assessment

Ensuring effective teaching to support students' learning	Primary
Teaching	Weak
Learning	Weak
Assessment	Weak

Teaching was weak. There was too much inconsistency in the quality of teaching across the school. More than a quarter of the lessons observed during the inspection were judged to be weak. Too often, the teachers did more work than the students, and did most of the talking. The pace of lessons was often slow, with students spending too much time waiting and tasks taking much longer than students needed to complete them. For example, Year 6 students spent thirty minutes in an English lesson discussing a small number of character traits, which put them behind with their reading. In many classes, teachers did not take sufficient account of the individual needs of students. This meant that the most able students were not challenged enough and those with special educational needs were not supported effectively. However, the teachers knew the personal needs of the students well and did their best to help them.

Learning was weak. When teaching was undemanding, the students lost interest and sometimes engaged in low-level disruption. Most students did not demonstrate responsibility for their learning. They relied too heavily on the teacher to help them as their first recourse when they were unsure about tasks or concepts. For example, in a mathematics lesson, a significant minority of students sat with their hands up waiting an excessive amount of time for the teacher to check their work. Most students were unclear about the next steps in their learning. Students were keen to learn when the teaching engaged them and most students responded to the teachers' questioning. Inspectors observed effective play-based learning in the Reception classes. In the majority of Reception lessons, the children were highly engaged, demonstrated excellent co-operative skills and recalled their learning with confidence.

Assessment was weak. The majority of teachers did not use the information that was gathered about students' performance to adapt work to suit students' individual needs. This meant that students were often given the same work sheet to complete, even though it was too difficult for some students and too easy for others. In addition, the school's new marking and feedback policy was not being implemented consistently. A review of the students' workbooks showed that marking was often sporadic. Too few teachers regularly took note of and acted upon students' misconceptions in lessons. Furthermore, most teachers did not routinely use the information on students' individual education plans to ensure that they received the support they needed during lessons. The school undertook regular assessments of students' performance in English and mathematics. Leaders undertook gap analysis of students' performance so that they knew where to focus remedial support, but majority of the teachers did not consistently utilise this information to inform their planning and meet the students' needs.

Curriculum

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

The curriculum arrangements were weak, although inspectors observed some strengths in the curriculum provision. For example, the subjects offered included the core subjects of English, mathematics and science. Additional subjects included information technology, music, Spanish, art and physical education. Moreover, the students had access to a range of co-curricular activities including robotics, art and craft, Brownies, dance, football, netball, Spelling Bee and track and field. The curriculum was enhanced through field trips, and special events throughout the school year. Nevertheless, the lack of training and the absence of appropriate scientific resources meant that majority of the teachers were not skilled to deliver a rich and diverse curriculum to meet the varied needs and abilities of the students. In addition, there were gaps in the coverage of basic skills in core subjects such as literacy and numeracy and this hindered students' progress. Furthermore, the regular guided reading sessions and library visits were not fully maximised to promote students' reading and comprehension skills. The programme of study in science had important gaps and this resulted in a lack of continuity and progression. The recommendations from the 2018 International Baccalaureate evaluation report had not been fully addressed to ensure the effective implementation of the Primary Years Programme. Adaptations to the curriculum to support students with special educational needs were not consistently evaluated to measure their impact on students' progress.

Safety and support

Keeping our students safe and always supported	Primary
Health and safety	Good
Support and guidance	Weak

Arrangements for health and safety were judged to be good because suitable procedures were in place and acted upon. The indoor and outdoor environments were clean and well maintained. The campus was secure and enhanced by security personnel. The school leaders responded immediately to a concern regarding a gate. There was an up-to-date fire inspection report and evidence of regular fire and earthquake drills. Leaders, including a school counsellor, ensured that students were kept safe in school. Furthermore, the school promoted healthy lifestyles as the canteen served nutritious lunches and healthy afternoon snacks and many students participated in the 'morning mile' fitness initiative. Child protection arrangements were robust, and all staff had received appropriate training. However, a minority of staff felt that general awareness of e-safety could be improved. Most parents felt that their children were safe at the school.

Support and guidance was judged weak because although teachers knew their students well and identified those requiring support plans and interventions, this information was not used effectively by all teachers to modify their teaching strategies and consequently these students did not make expected progress. Inspectors also observed inconsistency in the response of staff to the management of poor behaviour. There was tracking of the academic progress of students; however, teachers did not use this information effectively to ensure that students made expected progress. Although there were systems in place to track attendance, these did not result in satisfactory levels of attendance.

Leadership and management

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

Leadership was judged weak because inspectors observed notable gaps in the overall management of the school which impacted on standards of achievement. These gaps were in the areas of instructional leadership and curriculum planning. The principal and senior leaders did not ensure that arrangements for the teaching of science supported continuity and progression in the students' learning. Although the school leaders had a range of assessment data regarding students' progress, this was not effectively utilised by the majority of teachers to drive improvements in the quality of teaching and learning. The senior leaders monitored teaching and learning through formal lesson observations and walkthroughs, but there was limited impact on practice, as over one quarter of the lessons observed were judged to be weak. There was the need for well-developed tracking systems to guide the staff and improve practice. Senior leaders did not sufficiently hold staff to account for the quality of their teaching. As a result there was inconsistency in the staff's response in planning to meet the varied needs of the students. Variable standards were observed regarding lesson planning, lesson delivery, as well as classroom management and assessment. Inspectors also recognised that while the senior leaders had delegated leadership responsibilities to middle leaders such as science, numeracy and literacy leaders, there were variable levels of competence and commitment due to inexperience and the lack of required training. Thus, the improvements in addressing the recommendations at the time of the follow-through inspection in November 2017 were not sustained. Notwithstanding, the senior leaders were regarded as approachable, accessible and welcoming to families and members of the community.

Self-evaluation and improvement planning was judged as weak because the arrangements for self-evaluation were not sufficiently rigorous and were not yet accurately aligned to the framework for school self-review and inspection. Additionally, there was evidence of disparity in some of the areas rated highly in the school's self-evaluation and those targeted for improvement in the school's action plan. Inspectors recognised that in planning for school improvement, the senior leaders struggled to effectively implement the Primary Years Programme Framework alongside the Cayman Islands National Curriculum. However, the senior leaders had not moved with urgency to action the recommendations in the previous school evaluation report prepared by the International Baccalaureate Organisation. The 2018

International Baccalaureate evaluation report highlighted gaps in teachers' training and this impacted students' learning and achievement across the year groups in key subjects. Although the school's self-evaluation process was consultative and the school's action plan had identified key priorities for immediate and long-term improvement, the strategies implemented by the senior leaders had not yet led to improved learning outcomes for the students.

Links with parents and the community were satisfactory. There were effective communication strategies in place to inform and support parents regarding their children's work. The school facilitated regular communication with parents through school newsletters, e-mail, telephone calls, class 'dojo' and monthly Parent Teachers Association meetings. In addition, the school leaders encouraged parental involvement in the work of the school through initiatives such as Literacy and Numeracy Nights and Writing Partners. Parents supported the work of the school through regular visits and assisted with the learning of their children through the supervision of homework. However, the level of parental involvement was not yet at the desired level. Effective partnerships were brokered with local organisations including, for example, 'LIFE' which partnered effectively with the school to promote literacy. Staff and students supported charity events such as Cayman Islands Crisis Centre. The senior leaders had also created partnerships with other schools to support the mentoring and coaching of staff as well as to facilitate the exchange of ideas and best practices among professional colleagues.

Staffing and the learning environment were judged satisfactory. All members of the teaching staff were appropriately qualified and there was an adequate number of support staff. The premises and facilities were maintained to an adequate standard and utilised efficiently. In addition, there was a well organised school library with a range of books and other learning resources to meet the students' interests and support the development of their literacy and research skills. There was also an information and communication laboratory, a music room and facilities for specialist interventions. A large playfield and two play areas with outdoor play equipment were available for students to participate in physical education activities.

Survey results

One hundred and forty seven parents, 34 staff and 125 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Most parents agreed that their children were making good progress in English and mathematics, but only a majority felt their children were making good progress in science. A majority felt that the quality of teaching in the school was good and the children were inspired to learn. Most stated that their children felt safe and cared for in school and that staff helped the children choose a healthy lifestyle. Only a majority felt that the students' behaviour was good and some parents commented on the behavioural challenges posed by a few students. A majority felt that communication between school and the home was satisfactory. The majority of parents were satisfied with the quality of education provided by the school but a significant majority disagreed. Most agreed that Parent Teacher Meetings were helpful and held regularly.

Both teaching and support staff completed the on-line survey. A majority had worked at the school for three years or more. A majority reported that there were good arrangements to support their professional development, but a significant minority disagreed. In the comments section of the survey, staff had expressed challenges with the current curriculum arrangements. The majority of staff stated that the school was well resourced and that they were sufficiently involved in the process of school self-evaluation and improvement planning. Most agreed that students were treated fairly and that incidents of bullying were dealt with effectively. Only around half of the teachers stated that the behaviour of students was good. Staff commented on the need for additional training for the team of teachers and teaching assistants to support students with behavioural challenges. A significant majority felt that parents were not yet sufficiently well involved in the work of the school. A majority stated that good assessment arrangements were in place across the school. A majority judged that the school provided a good quality of education.

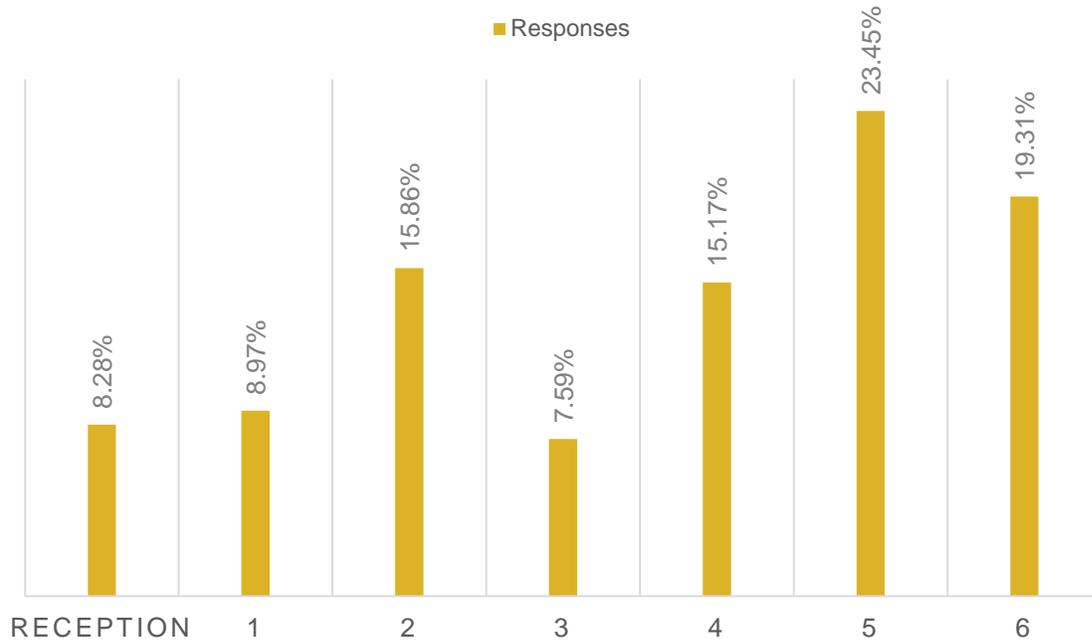
Almost all Year 5 and Year 6 students completed the survey. Most stated that they enjoyed lessons and were inspired to learn. Most expressed that they were making good progress in mathematics and English but only a majority felt that they were making good progress in science. Most students reported that they felt safe and well cared for at school but a majority did not agree that they were safe on the school buses. A significant minority did not consider students' behaviour to be good, although most believed that the school dealt effectively with bullying when it occurred. Most students stated that they enjoyed a wide range of extra-curricular activities. Most students felt that teachers helped them to choose a healthy lifestyle and most stated that they received regular reports about their progress. Most students expressed satisfaction with the quality of education provided by the school.

What happens next?

As overall progress has been judged as weak, there will be a further follow-through inspection of Savannah Primary School within six months of the publication of this report. The school will continue to be inspected on a regular basis until all aspects of performance are judged to be at least satisfactory.

Office of Education Standards | Parent Survey 2018

In which grade/year is your eldest child?



Response	Count
Answered	145
Skipped	2

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

Response	Percentage	Count
Less than one year	13.79%	20
More than one year but less than three years	30.34%	44
More than three years	55.86%	81
	Answered	145
	Skipped	2

What is your nationality?

84.93%

Caymanian

15.07%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	30.56%	44
Agree	51.39%	74
Disagree	10.42%	15
Strongly Disagree	4.17%	6
I am unsure or unable to answer the question	3.47%	5
	Answered	144
	Skipped	3

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	27.78%	40
Agree	49.31%	71
Disagree	13.89%	20
Strongly Disagree	6.94%	10
I am unsure or unable to answer the question	2.08%	3
	Answered	144
	Skipped	3

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	10.42%	15
Agree	43.75%	63
Disagree	9.72%	14
Strongly Disagree	2.08%	3
I am unsure or unable to answer the question	34.03%	49
	Answered	144
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	21.53%	31
Agree	56.25%	81
Disagree	13.19%	19
Strongly Disagree	2.08%	3
I am unsure or unable to answer the question	6.94%	10
	Answered	144
	Skipped	3

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	6.94%	10
Agree	54.17%	78
Disagree	15.28%	22
Strongly Disagree	4.17%	6
I am unsure or unable to answer the question	19.44%	28
	Answered	144
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	22.22%	32
Agree	64.58%	93
Disagree	7.64%	11
Strongly Disagree	0.69%	1
I am unsure or unable to answer the question	4.86%	7
	Answered	144
	Skipped	3

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	24.31%	35
Agree	61.11%	88
Disagree	7.64%	11
Strongly Disagree	0.69%	1
I am unsure or unable to answer the question	6.25%	9
	Answered	144
	Skipped	3

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	20.83%	30
Agree	61.11%	88
Disagree	9.03%	13
Strongly Disagree	2.08%	3
I am unsure or unable to answer the question	6.94%	10
	Answered	144
	Skipped	3

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	22.92%	33
Agree	66.67%	96
Disagree	6.25%	9
Strongly Disagree	0.69%	1
I am unsure or unable to answer the question	3.47%	5
	Answered	144
	Skipped	3

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	29.37%	42
Agree	49.65%	71
Disagree	13.99%	20
Strongly Disagree	1.40%	2
I am unsure or unable to answer the question	5.59%	8
	Answered	143
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	20.14%	29
Agree	43.75%	63
Disagree	19.44%	28
Strongly Disagree	9.72%	14
I am unsure or unable to answer the question	6.94%	10
	Answered	144
	Skipped	3

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	9.72%	14
Agree	48.61%	70
Disagree	13.19%	19
Strongly Disagree	0.69%	1
I am unsure or unable to answer the question	27.78%	40
	Answered	144
	Skipped	3

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	10.42%	15
Agree	50.69%	73
Disagree	23.61%	34
Strongly Disagree	8.33%	12
I am unsure or unable to answer the question	6.94%	10
	Answered	144
	Skipped	3

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	29.58%	42
Agree	55.63%	79
Disagree	9.15%	13
Strongly Disagree	2.11%	3
I am unsure or unable to answer the question	3.52%	5
	Answered	142
	Skipped	5

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	19.58%	28
Agree	58.74%	84
Disagree	12.59%	18
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.09%	13
	Answered	143
	Skipped	4

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	11.81%	17
Agree	43.75%	63
Disagree	4.86%	7
Strongly Disagree	0.69%	1
I am unsure or unable to answer the question	38.89%	56
	Answered	144
	Skipped	3

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	15.38%	22
Agree	66.43%	95
Disagree	2.10%	3
Strongly Disagree	7.69%	11
I am unsure or unable to answer the question	8.39%	12
	Answered	143
	Skipped	4

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	12.59%	18
Agree	39.86%	57
Disagree	12.59%	18
Strongly Disagree	6.29%	9
I am unsure or unable to answer the question	28.67%	41
	Answered	143
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	6.29%	9
Agree	36.36%	52
Disagree	14.69%	21
Strongly Disagree	1.40%	2
I am unsure or unable to answer the question	41.26%	59
	Answered	143
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	7.75%	11
Agree	16.90%	24
Disagree	8.45%	12
Strongly Disagree	9.15%	13
I am unsure or unable to answer the question	57.75%	82
	Answered	142
	Skipped	5

The school is well led.

Response	Percentage	Count
Strongly Agree	15.83%	22
Agree	53.96%	75
Disagree	14.39%	20
Strongly Disagree	7.91%	11
I am unsure or unable to answer the question	7.91%	11
	Answered	139
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	13.57%	19
Agree	39.29%	55
Disagree	25.00%	35
Strongly Disagree	9.29%	13
I am unsure or unable to answer the question	12.86%	18
	Answered	140
	Skipped	7

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	17.73%	25
Agree	47.52%	67
Disagree	19.86%	28
Strongly Disagree	12.06%	17
I am unsure or unable to answer the question	2.84%	4
	Answered	141
	Skipped	6

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	15.60%	22
Agree	48.23%	68
Disagree	18.44%	26
Strongly Disagree	6.38%	9
I am unsure or unable to answer the question	11.35%	16
	Answered	141
	Skipped	6

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	17.73%	25
Agree	64.54%	91
Disagree	13.48%	19
Strongly Disagree	3.55%	5
I am unsure or unable to answer the question	0.71%	1
	Answered	141
	Skipped	6

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	16.31%	23
Agree	59.57%	84
Disagree	14.89%	21
Strongly Disagree	2.84%	4
I am unsure or unable to answer the question	6.38%	9
	Answered	141
	Skipped	6

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	11.35%	16
Agree	47.52%	67
Disagree	19.86%	28
Strongly Disagree	2.13%	3
I am unsure or unable to answer the question	19.15%	27
	Answered	141
	Skipped	6

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	7.80%	11
Agree	41.84%	59
Disagree	12.77%	18
Strongly Disagree	2.84%	4
I am unsure or unable to answer the question	34.75%	49
	Answered	141
	Skipped	6

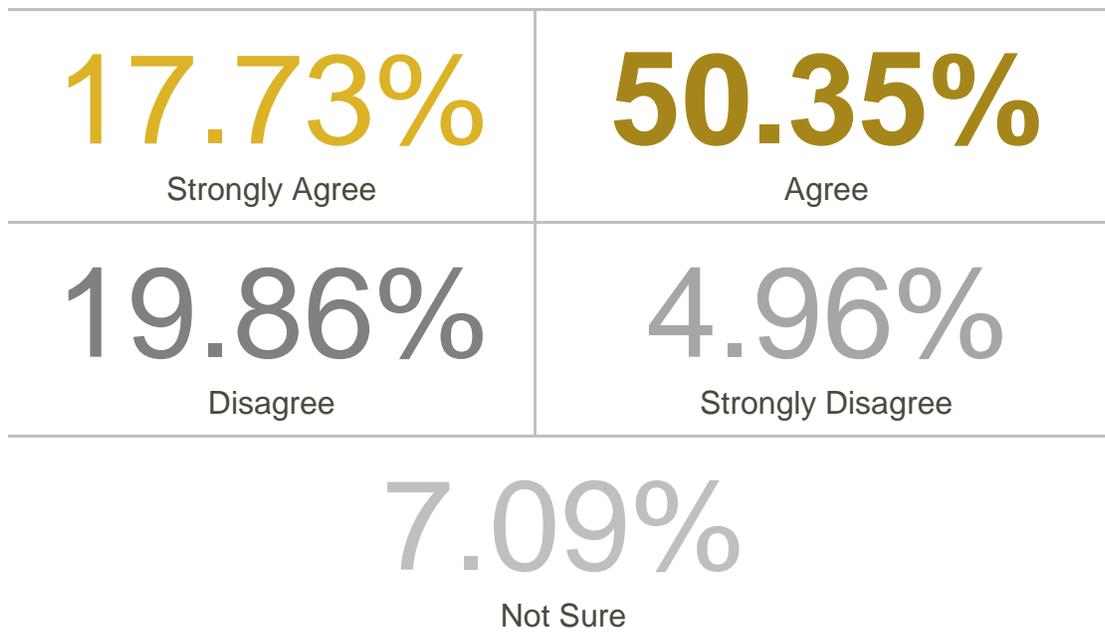
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	14.18%	20
Agree	51.06%	72
Disagree	9.22%	13
Strongly Disagree	2.84%	4
I am unsure or unable to answer the question	22.70%	32
	Answered	141
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	11.35%	16
Agree	56.03%	79
Disagree	14.89%	21
Strongly Disagree	4.26%	6
I am unsure or unable to answer the question	13.48%	19
	Answered	141
	Skipped	6

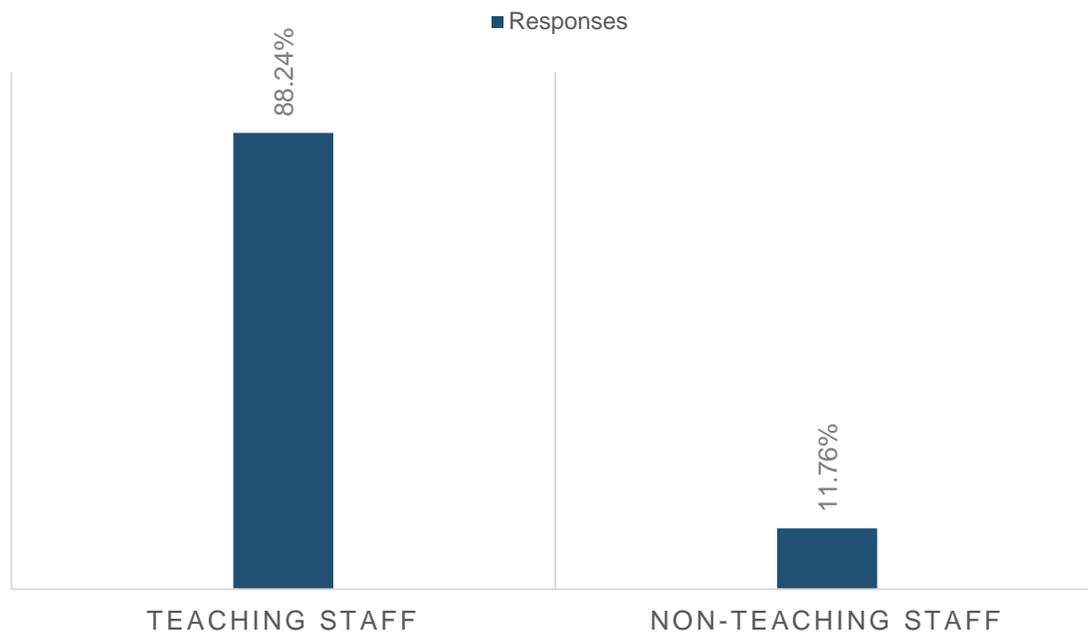
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	141
Skipped	6

Office of Education Standards | Staff Survey 2018

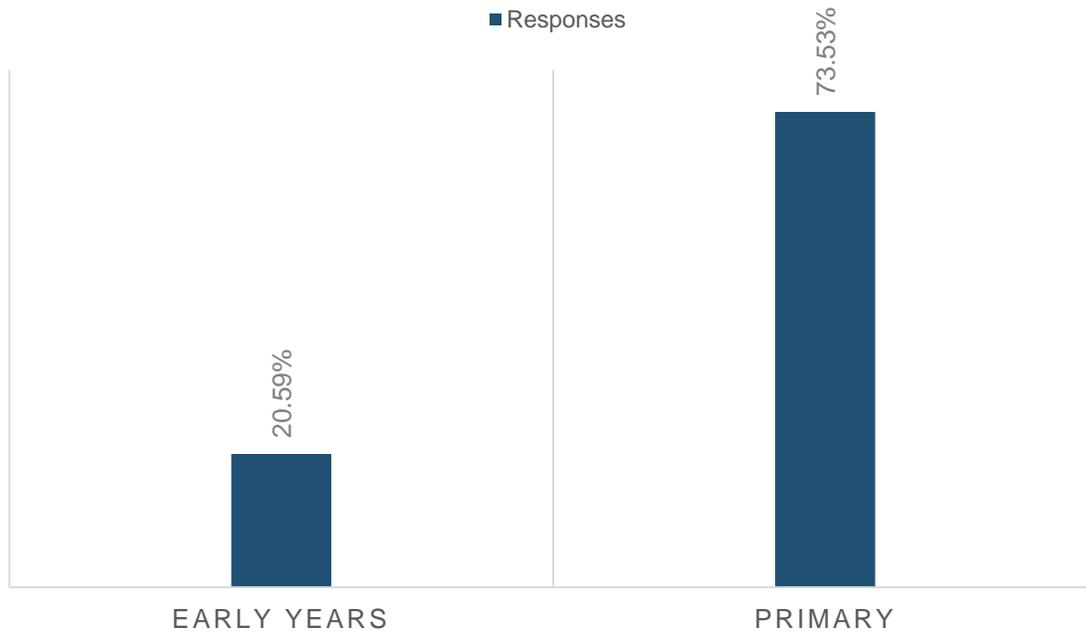
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	18.18%	6
More than one year but less than three years	27.27%	9
Three years or more	54.55%	18
	Answered	33
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

32.35%

Caymanian

67.65%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	5.88%	2
Agree	67.65%	23
Disagree	17.65%	6
Strongly Disagree	2.94%	1
I am unsure or unable to answer the question	5.88%	2
	Answered	34
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	2.94%	1
Agree	58.82%	20
Disagree	14.71%	5
Strongly Disagree	2.94%	1
I am unsure or unable to answer the question	20.59%	7
	Answered	34
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	5.88%	2
Agree	61.76%	21
Disagree	20.59%	7
Strongly Disagree	2.94%	1
I am unsure or unable to answer the question	8.82%	3
	Answered	34
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	8.82%	3
Agree	64.71%	22
Disagree	17.65%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.82%	3
	Answered	34
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	30.30%	10
Agree	63.64%	21
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	3.03%	1
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	8.82%	3
Agree	73.53%	25
Disagree	11.76%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.88%	2
	Answered	34
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	17.65%	6
Agree	58.82%	20
Disagree	11.76%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	11.76%	4
	Answered	34
	Skipped	0

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	11.76%	4
Agree	61.76%	21
Disagree	5.88%	2
Strongly Disagree	5.88%	2
I am unsure or unable to answer the question	14.71%	5
	Answered	34
	Skipped	0

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	12.12%	4
Agree	66.67%	22
Disagree	6.06%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	15.15%	5
	Answered	33
	Skipped	1

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	8.82%	3
Agree	67.65%	23
Disagree	2.94%	1
Strongly Disagree	5.88%	2
I am unsure or unable to answer the question	14.71%	5
	Answered	34
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	5.88%	2
Agree	55.88%	19
Disagree	14.71%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	23.53%	8
	Answered	34
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	23.53%	8
Agree	41.18%	14
Disagree	20.59%	7
Strongly Disagree	5.88%	2
I am unsure or unable to answer the question	8.82%	3
	Answered	34
	Skipped	0

The school is well led.

Response	Percentage	Count
Strongly Agree	12.12%	4
Agree	60.61%	20
Disagree	6.06%	2
Strongly Disagree	6.06%	2
I am unsure or unable to answer the question	15.15%	5
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	21.21%	7
Agree	66.67%	22
Disagree	0.00%	0
Strongly Disagree	3.03%	1
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	1

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	12.12%	4
Agree	57.58%	19
Disagree	18.18%	6
Strongly Disagree	3.03%	1
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	1

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	33.33%	11
Disagree	42.42%	14
Strongly Disagree	12.12%	4
I am unsure or unable to answer the question	12.12%	4
	Answered	33
	Skipped	1

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	33.33%	11
Disagree	36.36%	12
Strongly Disagree	12.12%	4
I am unsure or unable to answer the question	18.18%	6
	Answered	33
	Skipped	1

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	6.06%	2
Agree	72.73%	24
Disagree	9.09%	3
Strongly Disagree	3.03%	1
I am unsure or unable to answer the question	9.09%	3
	Answered	33
	Skipped	1

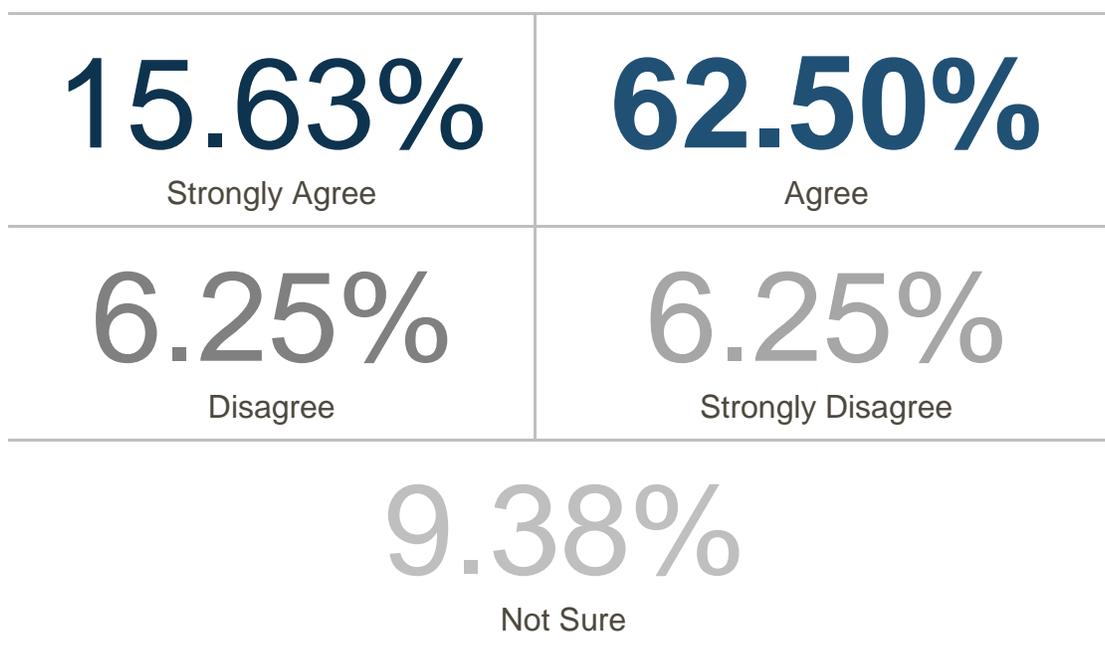
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	45.45%	15
Agree	45.45%	15
Disagree	3.03%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.06%	2
	Answered	33
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	15.15%	5
Agree	57.58%	19
Disagree	27.27%	9
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	33
	Skipped	1

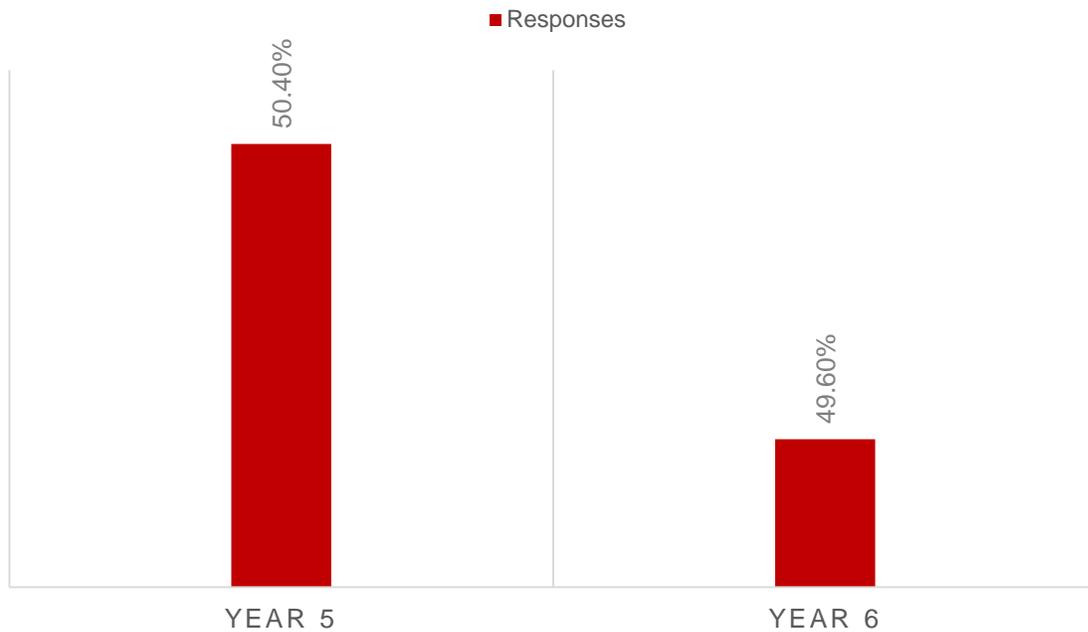
Overall, this school provides a good quality of education.



Response	Count
Answered	32
Skipped	2

Office of Education Standards | Student Survey 2018

Which is your current year group?



What is your nationality?

87.20%

Caymanian

12.80%

Non-Caymanian

Please state your gender.

58

Boys

67

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	21.14%	26
Agree	61.79%	76
Disagree	9.76%	12
Strongly Disagree	1.63%	2
I am unsure or unable to answer the question	5.69%	7
	Answered	123
	Skipped	2

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	38.52%	47
Agree	44.26%	54
Disagree	10.66%	13
Strongly Disagree	0.82%	1
I am unsure or unable to answer the question	5.74%	7
	Answered	122
	Skipped	3

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	18.70%	23
Agree	41.46%	51
Disagree	7.32%	9
Strongly Disagree	0.81%	1
I am unsure or unable to answer the question	31.71%	39
	Answered	123
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	39.20%	49
Agree	48.80%	61
Disagree	5.60%	7
Strongly Disagree	0.80%	1
I am unsure or unable to answer the question	5.60%	7
	Answered	125
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	11.20%	14
Agree	40.00%	50
Disagree	31.20%	39
Strongly Disagree	8.80%	11
I am unsure or unable to answer the question	8.80%	11
	Answered	125
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	19.35%	24
Agree	45.97%	57
Disagree	13.71%	17
Strongly Disagree	3.23%	4
I am unsure or unable to answer the question	17.74%	22
	Answered	124
	Skipped	1

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	9.60%	12
Agree	52.80%	66
Disagree	22.40%	28
Strongly Disagree	4.80%	6
I am unsure or unable to answer the question	10.40%	13
	Answered	125
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	46.77%	58
Agree	45.97%	57
Disagree	1.61%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.65%	7
	Answered	124
	Skipped	1

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	34.40%	43
Agree	53.60%	67
Disagree	6.40%	8
Strongly Disagree	0.80%	1
I am unsure or unable to answer the question	4.80%	6
	Answered	125
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	50.40%	63
Agree	42.40%	53
Disagree	5.60%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	1.60%	2
	Answered	125
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	25.81%	32
Agree	51.61%	64
Disagree	8.87%	11
Strongly Disagree	0.81%	1
I am unsure or unable to answer the question	12.90%	16
	Answered	124
	Skipped	1

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	22.40%	28
Agree	44.80%	56
Disagree	18.40%	23
Strongly Disagree	2.40%	3
I am unsure or unable to answer the question	12.00%	15
	Answered	125
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.16%	56
Agree	38.71%	48
Disagree	4.84%	6
Strongly Disagree	4.03%	5
I am unsure or unable to answer the question	7.26%	9
	Answered	124
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	56.80%	71
Agree	35.20%	44
Disagree	4.80%	6
Strongly Disagree	0.80%	1
I am unsure or unable to answer the question	2.40%	3
	Answered	125
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	31.45%	39
Agree	39.52%	49
Disagree	16.13%	20
Strongly Disagree	4.03%	5
I am unsure or unable to answer the question	8.87%	11
	Answered	124
	Skipped	1

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	30.65%	38
Agree	50.00%	62
Disagree	8.87%	11
Strongly Disagree	4.84%	6
I am unsure or unable to answer the question	5.65%	7
	Answered	124
	Skipped	1

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	19.35%	24
Agree	34.68%	43
Disagree	20.16%	25
Strongly Disagree	11.29%	14
I am unsure or unable to answer the question	14.52%	18
	Answered	124
	Skipped	1

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	22.76%	28
Agree	48.78%	60
Disagree	8.94%	11
Strongly Disagree	12.20%	15
I am unsure or unable to answer the question	7.32%	9
	Answered	123
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	42.74%	53
Agree	41.94%	52
Disagree	4.84%	6
Strongly Disagree	3.23%	4
I am unsure or unable to answer the question	7.26%	9
	Answered	124
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	50.00%	61
Agree	38.52%	47
Disagree	4.10%	5
Strongly Disagree	0.82%	1
I am unsure or unable to answer the question	6.56%	8
	Answered	122
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	31.45%	39
Agree	47.58%	59
Disagree	6.45%	8
Strongly Disagree	2.42%	3
I am unsure or unable to answer the question	12.10%	15
	Answered	124
	Skipped	1

The school is well led.

Response	Percentage	Count
Strongly Agree	38.71%	48
Agree	48.39%	60
Disagree	6.45%	8
Strongly Disagree	0.81%	1
I am unsure or unable to answer the question	5.65%	7
	Answered	124
	Skipped	1

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	27.42%	34
Agree	47.58%	59
Disagree	12.90%	16
Strongly Disagree	3.23%	4
I am unsure or unable to answer the question	8.87%	11
	Answered	124
	Skipped	1

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	21.14%	26
Agree	48.78%	60
Disagree	11.38%	14
Strongly Disagree	4.07%	5
I am unsure or unable to answer the question	14.63%	18
	Answered	123
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	41.13%	51
Agree	45.16%	56
Disagree	4.84%	6
Strongly Disagree	0.81%	1
I am unsure or unable to answer the question	8.06%	10
	Answered	124
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25.81%	32
Agree	53.23%	66
Disagree	8.06%	10
Strongly Disagree	1.61%	2
I am unsure or unable to answer the question	11.29%	14
	Answered	124
	Skipped	1

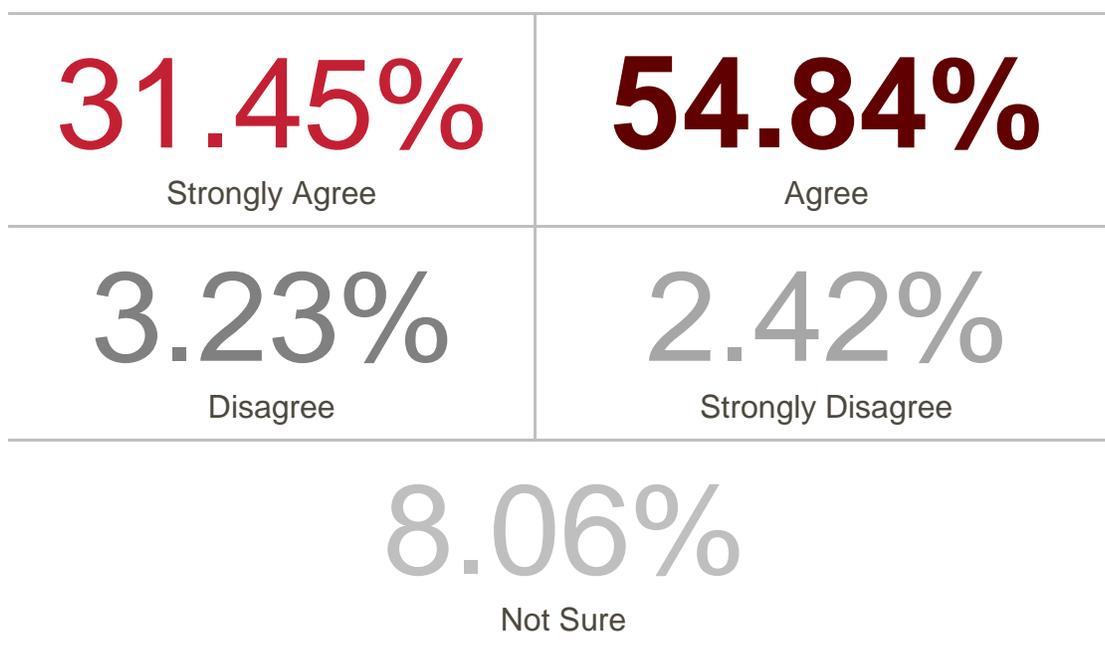
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	41.13%	51
Agree	44.35%	55
Disagree	3.23%	4
Strongly Disagree	0.81%	1
I am unsure or unable to answer the question	10.48%	13
	Answered	124
	Skipped	1

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	31.45%	39
Agree	57.26%	71
Disagree	5.65%	7
Strongly Disagree	0.81%	1
I am unsure or unable to answer the question	4.84%	6
	Answered	124
	Skipped	1

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



Response	Count
Answered	124
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.oes.gov.ky

