



FOLLOW-THROUGH INSPECTION REPORT

SAVANNAH PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
OCTOBER 2019

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Introduction

In academic year 2018-19, the Office of Education Standards conducted inspections of schools and early year's centres across the Cayman Islands. Where the overall performance of a school or setting was evaluated as weak, then a further inspection was arranged six months following the publication of the initial report.

Follow-Through Inspections

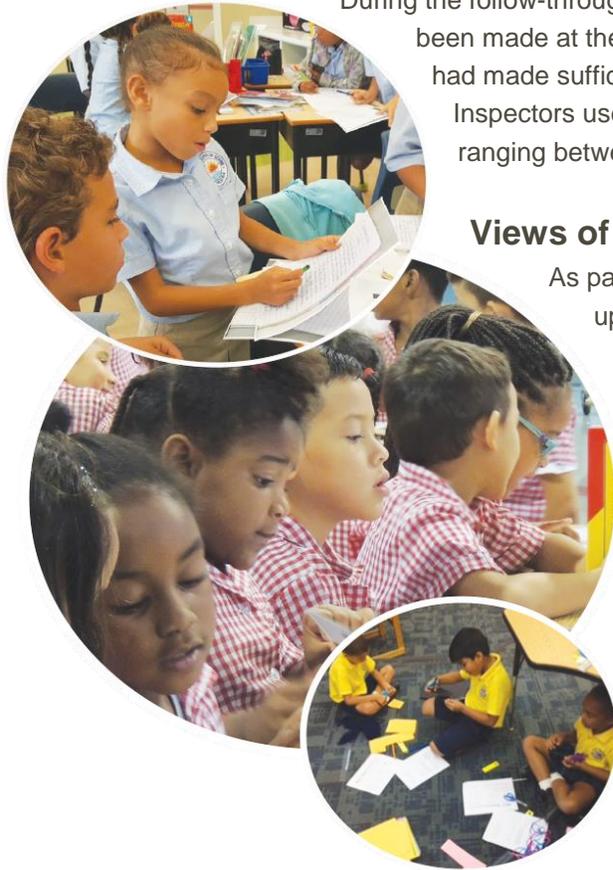
During the follow-through visits, inspectors focused upon the recommendations that had been made at the time of the previous inspection. They evaluated whether the school had made sufficient progress in addressing the areas requiring improvement. Inspectors used a four-point scale to comment on progress, 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 Savannah Primary School

The Follow-Through Inspection of Savannah Primary School took place from 14th October 2019 to 16th October 2019. 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

In August 2019, at the start of the academic session, the Ministry of Education appointed a new Principal to Savannah Primary School. The school had, along with all other government primary schools in the Cayman Islands, introduced a revised curriculum for Reception and primary classes at the start of the new academic year. A newly appointed Deputy Principal had also joined the school staff at the beginning of the session.

This follow-through inspection assessed the school's progress with regard to the six recommendations made earlier in 2019. Inspectors found that progress was satisfactory in areas related to leadership, but that there remained important weaknesses in teaching and in students' achievement across all year groups, in English, mathematics and science.

As all of the recommendations from the previous report were not yet satisfactorily addressed, the inspectorate judged that there has been **weak** progress overall. There will be a further follow-through inspection of Savannah Primary School six months following the publication of this report.

Recommendation 1

Improve the quality of teaching by regular and rigorous monitoring to raise students' standards of achievement in mathematics, science and English.

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

Inspectors observed 50 lessons during this follow-through inspection. There had been no significant improvement in the quality of teaching overall since the last inspection. The newly appointed Principal and other members of the Senior Management Team had undertaken observations of teaching early in the new academic year and planned to complete more formal class visits before the end of the current term.

Around one third of the lessons observed by inspectors were judged to be weak. An important area requiring improvement was classroom and behaviour management. Inspectors noted low-level misbehaviour by students in too many lessons and this distracted other students and adversely affected the pace of lessons. Teachers were regularly prevented from delivering the main content of lessons as they spent a significant amount of time managing disruption. Furthermore, in a few classes, noise levels were excessive and this affected the quality and pace of students' learning.

Overall, the quality of teaching was too variable across the school and, although there was also a minority of lessons judged to be good, there were too many examples of lessons in which tasks were not well matched to the different needs of students in each class. In addition, all staff did not consistently follow the marking policy recently developed by senior staff and expectations regarding the completion of work and presentation were not consistently implemented across year groups.

Teaching was good in the Reception classes. Although early in the academic year, the youngest children had settled well into their classes and relationships between staff and children were positive. Behaviour in these classes was good because teachers consistently implemented the agreed policy and guidelines regarding behavioural expectations. Tasks were varied and well suited to the age and stage of the children. For example, in mathematics, one of the Reception teachers made effective use of the class interactive whiteboard to help children understand the terms 'more than' and 'fewer than'. The children consolidated their learning as a whole class before practising their skills in smaller groups effectively supported by the teacher and classroom assistant.

Standards of achievement in reading, writing, mathematics and science remained weak. In mathematics, for example, in the mathematics assessments conducted in 2019, only around half of the students achieved at the expected level. Similarly, from Year 1 to Year 6 in the current classes, too few had made the required progress over the last academic year. In English, in both reading and writing, less than three quarters of all students achieved at the expected level and recent assessments indicated that progress over time was also too slow. In science, staff had revised the curriculum and approaches to teaching had improved. There were examples of practical science lessons in which students were able to devise and conduct experiments but this approach was not yet embedded across all stages of the school.

Over the course of this inspection, inspectors noted that the quality of teaching in English was variable across year groups. There were however, encouraging signs in a few classes. For example, where teaching was judged to be good, there was a greater purposefulness to lessons and a clear lesson structure involving the use of starter activities to secure students' engagement and the use of plenaries so students reflected on and consolidated their learning. In one Year 4 English lesson, the teacher used a wordless video at the beginning of the lesson to effectively engage students and to support their understanding of inferences. Similarly, in a Year 6 English lesson, tasks were matched to the varied needs of learners including the use of different reading texts. This satisfactorily supported students' engagement as almost all concentrated on task. However, there were too few instances of good teaching and far too many instances of weak teaching in English. As a consequence, the Senior Leadership Team should continue to support processes of professional development to raise the quality of teaching across year groups.

In mathematics, classes work was planned with due regard to the new curriculum standards and this presented some challenge to a number of students because they began the year at a relatively low starting point. In the Reception classes, although standards were low and children were working with numbers to five, progress was good as a result of the engaging teaching and the provision of tasks which were well suited to the children's developmental stage of learning. By the time students reached Year 2, they were confident with numbers beyond 20 and were able to gather data regarding the height of their peers, representing the information in a bar chart. In the middle years, from Years 3 to 5, progress was inconsistent because the quality of teaching was too variable. Students who demonstrated some confidence and accuracy in their mental calculation skills were not sufficiently challenged. At Year 6, most students were able to plot co-ordinates in the first quadrant and were able to recognise negative numbers. Too often, though, the pace of lessons in upper Key Stage 2 was too slow and teachers' questioning and the tasks given did not sufficiently extend the students' mathematical thinking.

There was evidence that science topics were well planned at each year level. However, the actual delivery of lessons was not consistently effective and sessions were not always well paced for optimal learning. Students would benefit from more opportunities of hands-on and practical investigative science because there were a number of cases where teachers did not allow students to use the resources available to complete the investigations. In the most recent assessments of students' knowledge and skills in science at Key Stage 2, around one third were noted to be working below expected levels.

Recommendation 2

Require all teachers to make more effective use of assessment data to support and challenge all students and secure improved rates of progress.

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

The school leaders recognised the integral role that assessment played in the teaching and learning process and had placed appropriate focus on the cycle of planning, observation and assessment to guide learning and teaching. Inspectors recognised that the implementation of the new curriculum required staff to adjust to new methods of assessment and grading.

Inspectors noted, however, that the majority of the staff did not use available assessment data to make adjustments to their plans to support those students with additional needs or challenge the more able. In addition, the quality of marking observed over the course of the inspection was variable. Despite the introduction of a revised marking and feedback policy, inspectors observed inconsistencies in the use of the marking framework and noted that teachers did not always provide detailed feedback so that students knew what they were doing well and what they needed to do to improve. Senior leaders used assessment data to decide which students should receive additional assistance and interventions which were delivered by teaching assistants.

Students' end of year test results for 2018-2019 and data from assessments conducted at the start of the new school year indicated that the majority of students had not achieved the expected standard in core subject areas. There was scope to improve the consistency of marking and the use of formative comments to support students' next steps in their learning. In addition, students should be guided to accept greater responsibility for their own learning through the process of target setting.

There were positive developments in the arrangements to monitor students' progress through the planned use of on-line software and the introduction of regular work sampling by senior staff. Senior leaders needed to give more deliberate attention to assessment, including marking and other feedback practices and make use of individual targets to ensure progression in students' learning and to drive improvement in students' attainment in core areas of the curriculum.

Recommendation 3

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.

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

Following the inspection of February 2019, the senior leaders had reviewed a number of important practices and policies and had developed guidance for staff in relation to the curriculum. For instance, there was increased monitoring of teaching and learning sessions through the use of informal and formal class visits, as well as regular professional development opportunities which included team teaching and peer observations. As a consequence, inspectors observed some evidence of improvement in teaching strategies in a few of the classes. These included, for example, in English, the use of motivating lesson starts which helped secure students' interest and the use of plenaries at the end of the lesson to support students' reflection and reinforcement of their learning. In addition, a number of lesson objectives planned by the teachers reflected raised expectations of what students could achieve. Nonetheless, inspectors observed a common weakness in a significant proportion of lessons. Teachers did not plan with sufficient consideration for the range of abilities within each class. As a consequence, in too many lessons, tasks were not always well matched to the differing needs of students. In addition, there was little evidence to suggest that teachers used the information in students' individual education plans to tailor activities to support those students with additional learning needs.

Senior leaders needed to apply greater rigour to the processes of lesson planning and hold teachers accountable for detailed and high quality schemes of work that catered appropriately to the varied needs of all students.

Recommendation 4

Ensure that all staff are skilled in using appropriate behaviour management strategies to manage students with the most challenging behaviours.

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

The poor behaviour of a number of students disrupted learning in classes. Inspectors noted that teachers were not consistent in their management of behaviour or in their implementation of strategies from the Positive Behaviour Interventions and Support (PBIS) framework. Inspectors observed that, at times, sanctions were not applied to students who displayed inappropriate behaviours. It was evident that strategies had been shared with teachers and these included different approaches such as the use of a voice level chart, behaviour expectations charts and an on-line reward scheme. Such resources were displayed in most classrooms but the majority of teachers did not make sufficient reference to them or when they did, their behavioural expectations were often not enforced.

Reception classes had good routines with clear and consistent expectations of student behaviour. In certain Year 3 classes, however, inspectors noted that weak behaviour management practices impacted negatively on students' rate of progress.

In the current academic year to date, the school reported that one student had been excluded from the school. This represented a reduction in exclusions compared to the same point in the previous academic year. Attendance had improved in 2019 to a satisfactory level, although inspectors observed a few instances of late arrivals at the start of the school day.

Recommendation 5

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.

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

With support from the Ministry of Education and the Department of Education Services, the primary curriculum had been revised and implemented with effect from August 2019. Also, in the Reception classes a new Cayman Islands Early Years Curriculum had been introduced at the start of the academic year. Staff had received professional training to support their knowledge of the requirements of the new curriculum. Additional resources had been purchased including textbooks and classroom manipulatives. As a consequence, the curriculum was well structured and there were clear learning goals in place for each year group for all subjects. Staff were gaining confidence in their delivery of the new content, particularly in the non-core subjects such as design technology, physical education, music and art. Inspectors noted, however, that there were no examples of good teaching in these subject areas during this follow-through inspection.

Teachers planned lessons with appropriate attention to the revised curriculum. There remained examples, however, of some repetition of concepts being taught between year groups. Curriculum plans were in place for the full year and for each term and, during the inspection, for every lesson. Senior leaders monitored the delivery of the curriculum and provided helpful feedback to teachers regarding the effectiveness of their plans. There was, however, scope for the senior leaders to review the structure of the school day to reconsider the timing of the morning break and maximise the use of the morning arrival, devotion and 'life skills' session each day across all classes. Also, it was noted that timetables were not always followed by teachers and this could potentially lead to some imbalance in subject delivery from week to week.

Savannah Primary School is an authorised school offering the International Baccalaureate Primary Years Programme (PYP). The long-term plans for the implementation of this curriculum were devised and the school aimed to deliver this programme in unison with the recently introduced Cayman Islands primary curriculum. In practice, inspectors noted that, whilst a few elements of the PYP were referenced, in terms of actual delivery, the core programme and curriculum standards used by most teachers referenced the new Cayman curriculum. School leaders and the Ministry of Education should clarify the future curriculum rationale for Savannah Primary School.

Recommendation 6

Improve school leadership, self-evaluation and school improvement processes to drive improvements in students' achievement.

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

The new Principal had introduced a number of measures to improve school leadership and self-evaluation. A programme of professional training had been developed to support the implementation of the new early years and primary curricula. In doing so, he had placed appropriate emphasis on consultation and support for staff. A new senior leadership team had been established with clear remits. Staff were aware of lines of responsibility and arrangements for monitoring the quality of the schools' work were beginning to be more comprehensive and focused. The Principal had an accurate understanding of the schools' strengths and weaknesses and had taken appropriate steps to address areas identified in the last inspection report. The new plan of action, post-inspection action plan and self-evaluation review were comprehensive, detailed and contained appropriate priorities with clear steps and timelines. With ongoing support from the Department of Education Services, the school management team demonstrated the capacity to lead further improvements.

Since the beginning of the new academic session a range of self-evaluation mechanisms had been introduced. Senior staff conducted 'walk-throughs' during which lessons were observed and students' work was reviewed. The findings from the class visits indicated that senior leaders had an accurate knowledge of strengths and weaknesses in teaching in the school. Teachers had been given feedback and clear goals for improvement. In certain cases, this had led to changes in practice. Where teaching was identified as weak there was a need to take more urgent action, supported by the Ministry of Education, to secure improvement.

The Principal and Deputy Principals had devised rubrics to support the scrutiny of students' work. This was an important and necessary step because the implementation of the school marking code was noted to be inconsistent across stages of the school. The inclusion of formal observations, planned for later in the current term and work reviews as well as assessment checks provided a sound basis for ongoing self-evaluation.

In core subjects there was a range of assessments in place to check students' achievement and progress. These assessments included on-line external tests as well as locally devised checks and school-based assessments. This information was sufficient to guide senior leaders

regarding students' attainment and with the first check point assessment due in October should also offer helpful data for staff regarding students' progress over time.

Despite these positive initiatives, inspectors judged that the senior leaders needed to place even greater focus upon establishing a positive climate for learning across the school and establishing a more consistent implementation of school behavioural expectations. To ensure students' good progress, the quality of teaching needs to be consistently good across subjects. The weaknesses noted in class management in a number of stages of the school adversely affected the overall pace of progress for a significant minority of students.

Survey Results

Seventy-six parents, 38 staff and 127 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Seventy-six parents responded to the on-line survey. This was less than half of all families of children attending the school. There was a relatively low level of satisfaction for a majority of the questions. For example, around one quarter did not agree that the school dealt effectively with incidents of bullying. A similar proportion did not feel that parents were effectively involved in the work of the school. Although most parents judged that their children were making good progress in English and mathematics, around one third were unsure about how well their children were doing in science. Behaviour was not judged to be good by a significant minority. Most parents wished to see some improvement in the communication between school and home because they believed that they received too little notice about key events. A few commented upon the difficulties they experienced in gaining access to staff and senior leaders when they had raised a concern regarding their child.

Thirty teachers and seven support staff completed the survey. A majority had worked at the school for three years or more and almost all had been working at the school at the time of the last inspection. Most staff believed that the school offered a safe and caring environment for the children and most judged students' behaviour to be good. Around one quarter of staff felt that the school and the Ministry of Education did not offer sufficient professional development opportunities and, in their written comments supporting the survey submission, a significant number of staff commented upon the introduction of the new Cayman Islands primary curriculum in August 2019. They believed that they needed more time for implementation and expressed concern that the curriculum was too demanding for the children in their care.

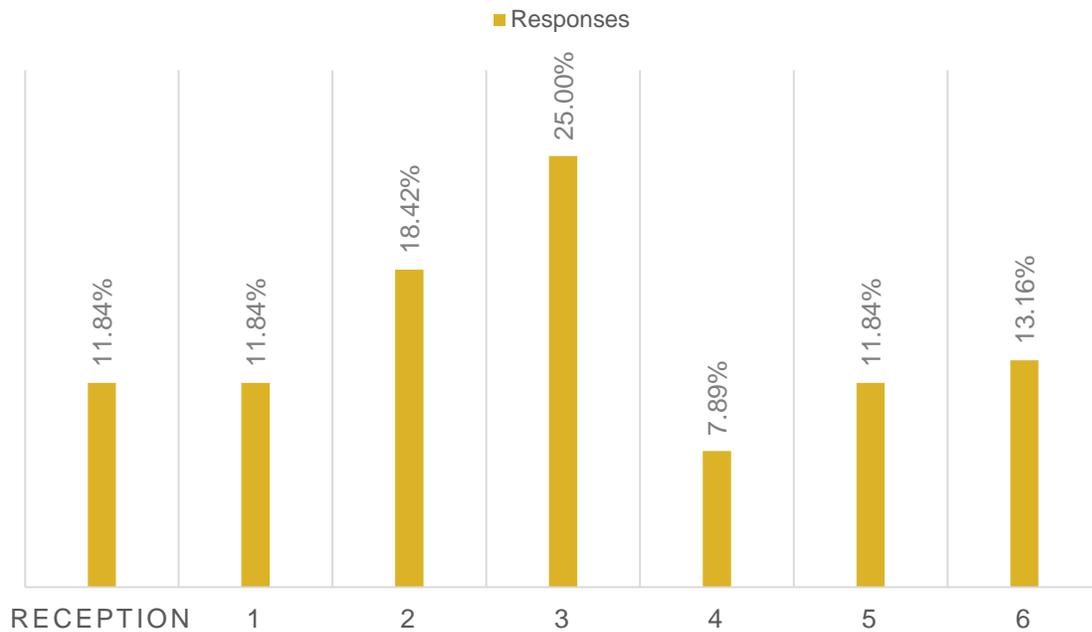
Over one hundred students from Years 5 and 6 submitted the on-line survey. Most felt that Savannah Primary School offered a good overall quality of education. Almost all stated that they enjoyed lessons and that teachers gave clear guidance about their strengths and weaknesses. Although a majority felt safe and well cared for at the school, around one fifth expressed concern regarding aspects of health, safety and other children's behaviour. Over one third stated that behaviour in the school was not good. One quarter of students wished to have greater involvement in the decision-making processes of the school but felt that they infrequently asked to contribute by adults. Notably, around one quarter of the older children in the school stated they did not believe they were treated fairly by staff.

What happens next?

As overall progress has been judged as **weak**, there will be a further Follow-Through Inspection of Savannah Primary School in around six months following the publication of this report.

Office of Education Standards | Parent Survey 2019

In which grade/year is your eldest child?



Response	Count
Answered	76
Skipped	0

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

Response	Percentage	Count
Less than one year	17.33%	13
More than one year but less than three years	42.67%	32
More than three years	40.00%	30
	Answered	75
	Skipped	1

What is your nationality?

85.53%

Caymanian

14.47%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	35.53%	27
Agree	50.00%	38
Disagree	6.58%	5
Strongly Disagree	2.63%	2
I am unsure or unable to answer the question	5.26%	4
	Answered	76
	Skipped	0

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	26.32%	20
Agree	52.63%	40
Disagree	9.21%	7
Strongly Disagree	1.32%	1
I am unsure or unable to answer the question	10.53%	8
	Answered	76
	Skipped	0

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	15.79%	12
Agree	38.16%	29
Disagree	13.16%	10
Strongly Disagree	2.63%	2
I am unsure or unable to answer the question	30.26%	23
	Answered	76
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	19.74%	15
Agree	59.21%	45
Disagree	6.58%	5
Strongly Disagree	1.32%	1
I am unsure or unable to answer the question	13.16%	10
	Answered	76
	Skipped	0

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	4.00%	3
Agree	41.33%	31
Disagree	25.33%	19
Strongly Disagree	5.33%	4
I am unsure or unable to answer the question	24.00%	18
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	24.00%	18
Agree	58.67%	44
Disagree	8.00%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	9.33%	7
	Answered	75
	Skipped	1

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	25.33%	19
Agree	61.33%	46
Disagree	5.33%	4
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	6
	Answered	75
	Skipped	1

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	28.00%	21
Agree	54.67%	41
Disagree	6.67%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.67%	8
	Answered	75
	Skipped	1

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	25.33%	19
Agree	62.67%	47
Disagree	6.67%	5
Strongly Disagree	1.33%	1
I am unsure or unable to answer the question	4.00%	3
	Answered	75
	Skipped	1

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	36.00%	27
Agree	50.67%	38
Disagree	6.67%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	6.67%	5
	Answered	75
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	13.33%	10
Agree	48.00%	36
Disagree	18.67%	14
Strongly Disagree	8.00%	6
I am unsure or unable to answer the question	12.00%	9
	Answered	75
	Skipped	1

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	8.00%	6
Agree	57.33%	43
Disagree	6.67%	5
Strongly Disagree	2.67%	2
I am unsure or unable to answer the question	25.33%	19
	Answered	75
	Skipped	1

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	16.00%	12
Agree	56.00%	42
Disagree	20.00%	15
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.00%	6
	Answered	75
	Skipped	1

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	15.28%	11
Agree	63.89%	46
Disagree	11.11%	8
Strongly Disagree	2.78%	2
I am unsure or unable to answer the question	6.94%	5
	Answered	72
	Skipped	4

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	18.06%	13
Agree	50.00%	36
Disagree	19.44%	14
Strongly Disagree	4.17%	3
I am unsure or unable to answer the question	8.33%	6
	Answered	72
	Skipped	4

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	5.63%	4
Agree	38.03%	27
Disagree	5.63%	4
Strongly Disagree	1.41%	1
I am unsure or unable to answer the question	49.30%	35
	Answered	71
	Skipped	5

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	11.11%	8
Agree	62.50%	45
Disagree	2.78%	2
Strongly Disagree	5.56%	4
I am unsure or unable to answer the question	18.06%	13
	Answered	72
	Skipped	4

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	6.85%	5
Agree	32.88%	24
Disagree	12.33%	9
Strongly Disagree	10.96%	8
I am unsure or unable to answer the question	36.99%	27
	Answered	73
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	6.85%	5
Agree	45.21%	33
Disagree	12.33%	9
Strongly Disagree	1.37%	1
I am unsure or unable to answer the question	34.25%	25
	Answered	73
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	10.96%	8
Agree	16.44%	12
Disagree	4.11%	3
Strongly Disagree	5.48%	4
I am unsure or unable to answer the question	63.01%	46
	Answered	73
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	12.50%	9
Agree	47.22%	34
Disagree	6.94%	5
Strongly Disagree	1.39%	1
I am unsure or unable to answer the question	31.94%	23
	Answered	72
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	9.72%	7
Agree	47.22%	34
Disagree	22.22%	16
Strongly Disagree	8.33%	6
I am unsure or unable to answer the question	12.50%	9
	Answered	72
	Skipped	4

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	22.22%	16
Agree	47.22%	34
Disagree	18.06%	13
Strongly Disagree	11.11%	8
I am unsure or unable to answer the question	1.39%	1
	Answered	72
	Skipped	4

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	9.72%	7
Agree	61.11%	44
Disagree	15.28%	11
Strongly Disagree	5.56%	4
I am unsure or unable to answer the question	8.33%	6
	Answered	72
	Skipped	4

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	23.61%	17
Agree	43.06%	31
Disagree	15.28%	11
Strongly Disagree	6.94%	5
I am unsure or unable to answer the question	11.11%	8
	Answered	72
	Skipped	4

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	19.44%	14
Agree	55.56%	40
Disagree	6.94%	5
Strongly Disagree	2.78%	2
I am unsure or unable to answer the question	15.28%	11
	Answered	72
	Skipped	4

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	9.72%	7
Agree	44.44%	32
Disagree	25.00%	18
Strongly Disagree	1.39%	1
I am unsure or unable to answer the question	19.44%	14
	Answered	72
	Skipped	4

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	6.94%	5
Agree	44.44%	32
Disagree	6.94%	5
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	41.67%	30
	Answered	72
	Skipped	4

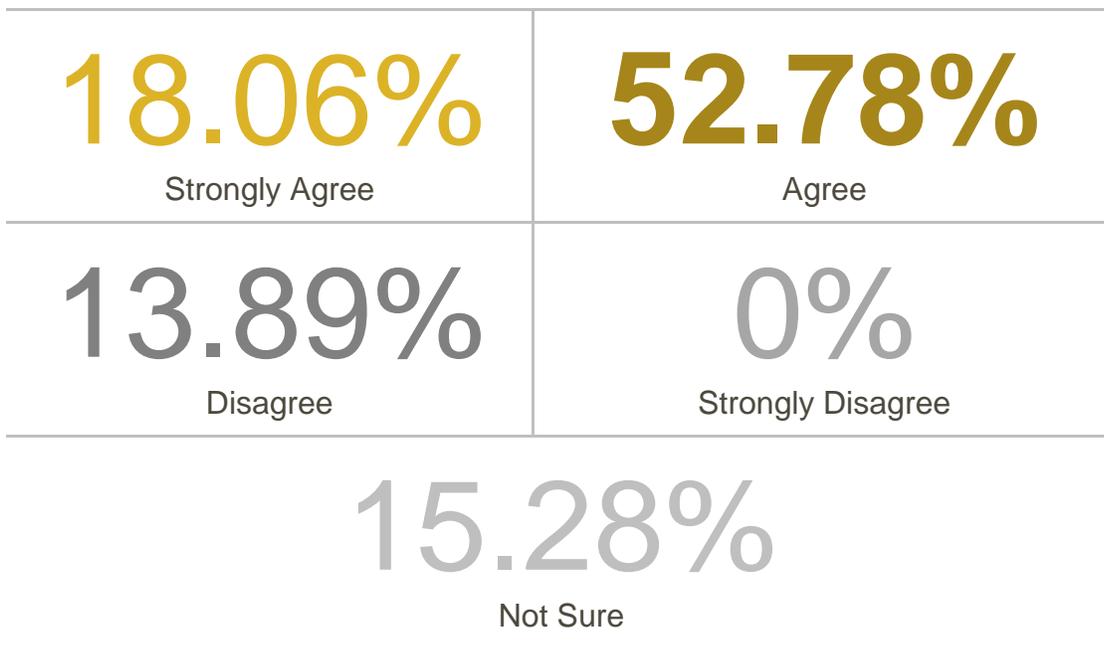
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	18.06%	13
Agree	55.56%	40
Disagree	1.39%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	25.00%	18
	Answered	72
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	18.06%	13
Agree	56.94%	41
Disagree	8.33%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	16.67%	12
	Answered	72
	Skipped	4

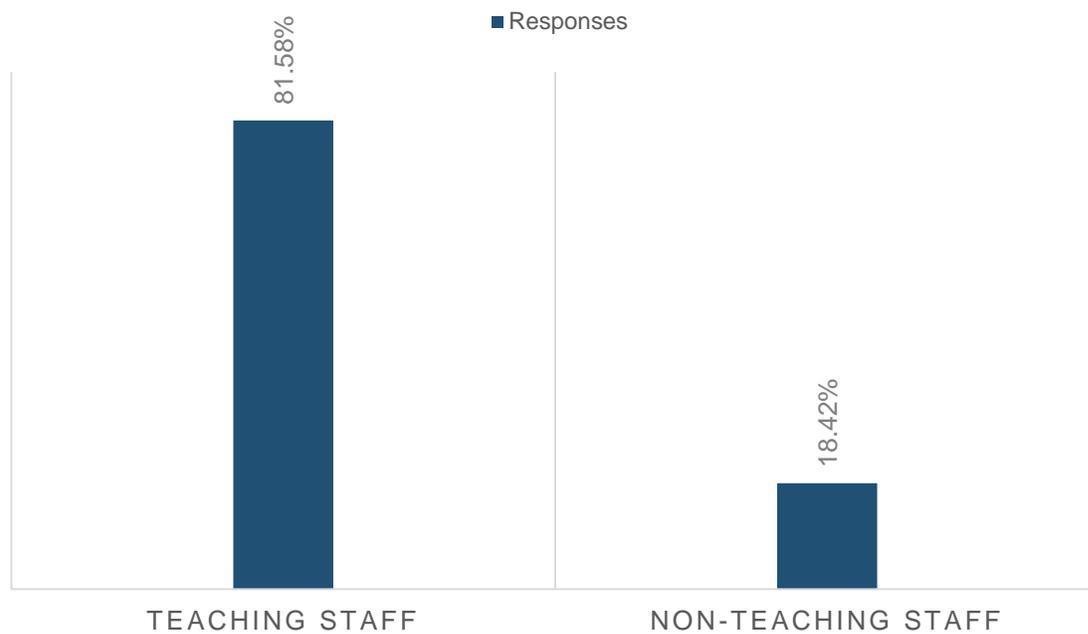
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	72
Skipped	4

Office of Education Standards | Staff Survey 2019

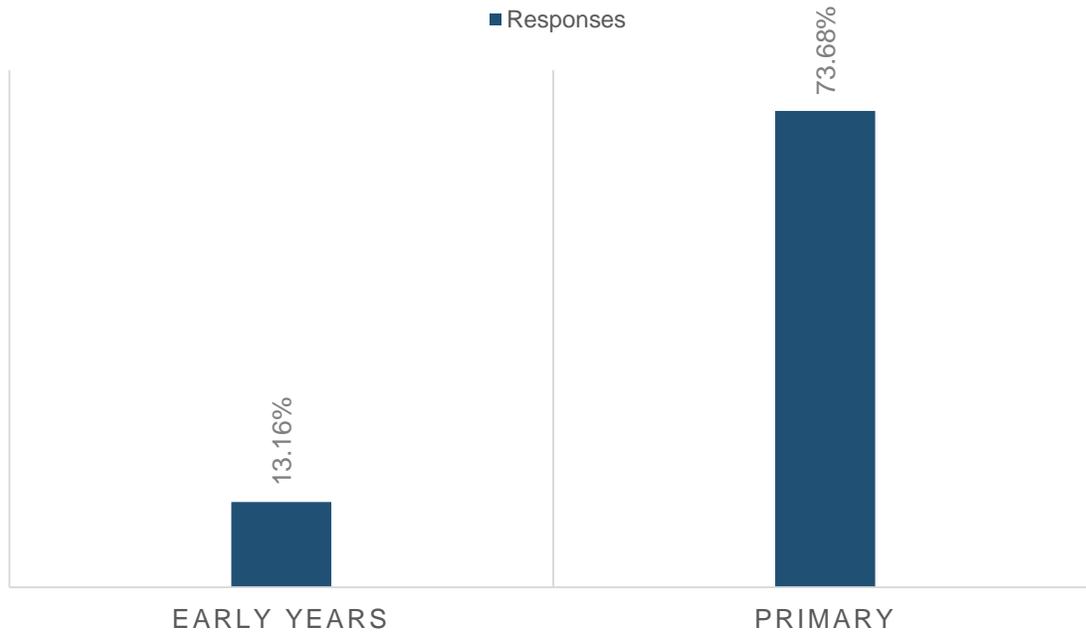
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	27.03%	10
More than one year but less than three years	21.62%	8
Three years or more	51.35%	19
	Answered	37
	Skipped	1

Which age-group of students are you mostly supporting?



What is your nationality?

55.26%

Caymanian

44.74%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	2.63%	1
Agree	78.95%	30
Disagree	5.26%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	13.16%	5
	Answered	38
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	7.89%	3
Agree	55.26%	21
Disagree	26.32%	10
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.53%	4
	Answered	38
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	5.26%	2
Agree	65.79%	25
Disagree	18.42%	7
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.53%	4
	Answered	38
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	10.81%	4
Agree	64.86%	24
Disagree	2.70%	1
Strongly Disagree	2.70%	1
I am unsure or unable to answer the question	18.92%	7
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40.54%	15
Agree	56.76%	21
Disagree	2.70%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	13.51%	5
Agree	59.46%	22
Disagree	16.22%	6
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	10.81%	4
	Answered	37
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	16.67%	6
Agree	66.67%	24
Disagree	11.11%	4
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	11.11%	4
Agree	80.56%	29
Disagree	8.33%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	0.00%	0
	Answered	36
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	25.00%	9
Agree	61.11%	22
Disagree	8.33%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	5.56%	2
	Answered	36
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	13.89%	5
Agree	52.78%	19
Disagree	8.33%	3
Strongly Disagree	16.67%	6
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	11.11%	4
Agree	61.11%	22
Disagree	5.56%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	22.22%	8
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	11.11%	4
Agree	58.33%	21
Disagree	16.67%	6
Strongly Disagree	5.56%	2
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	31.43%	11
Agree	45.71%	16
Disagree	8.57%	3
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	14.29%	5
	Answered	35
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	19.44%	7
Agree	66.67%	24
Disagree	5.56%	2
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	8.57%	3
Agree	54.29%	19
Disagree	11.43%	4
Strongly Disagree	11.43%	4
I am unsure or unable to answer the question	14.29%	5
	Answered	35
	Skipped	3

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	22.22%	8
Disagree	52.78%	19
Strongly Disagree	19.44%	7
I am unsure or unable to answer the question	5.56%	2
	Answered	36
	Skipped	2

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	0.00%	0
Agree	36.11%	13
Disagree	38.89%	14
Strongly Disagree	11.11%	4
I am unsure or unable to answer the question	13.89%	5
	Answered	36
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	2.78%	1
Agree	69.44%	25
Disagree	13.89%	5
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	11.11%	4
	Answered	36
	Skipped	2

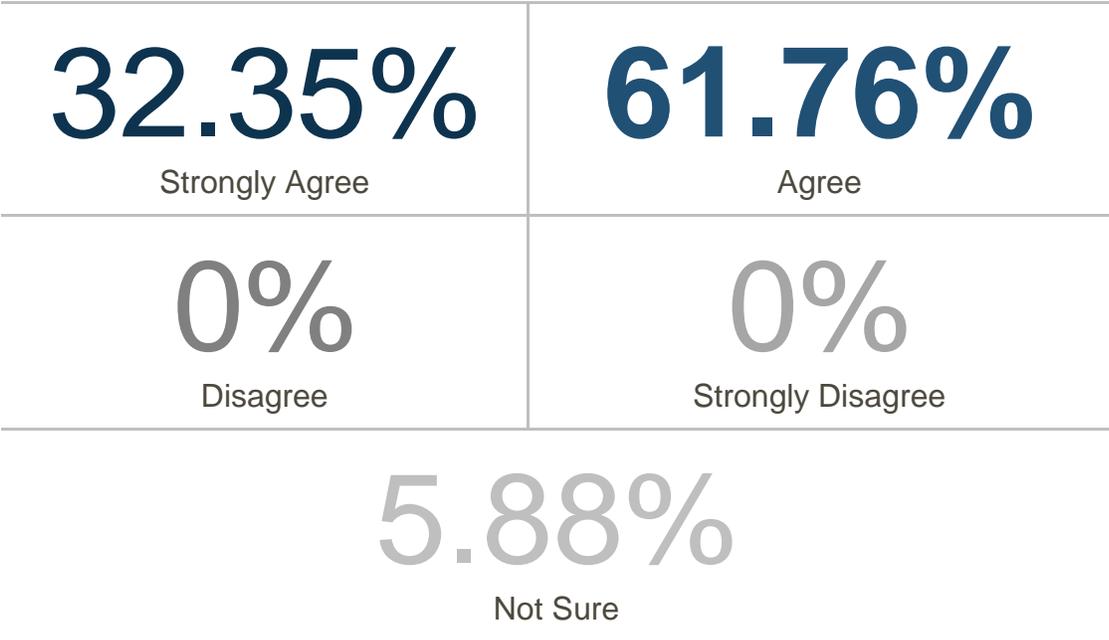
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	50.00%	18
Agree	44.44%	16
Disagree	2.78%	1
Strongly Disagree	0.00%	0
I am unsure or unable to answer the question	2.78%	1
	Answered	36
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	16.67%	6
Agree	63.89%	23
Disagree	8.33%	3
Strongly Disagree	2.78%	1
I am unsure or unable to answer the question	8.33%	3
	Answered	36
	Skipped	2

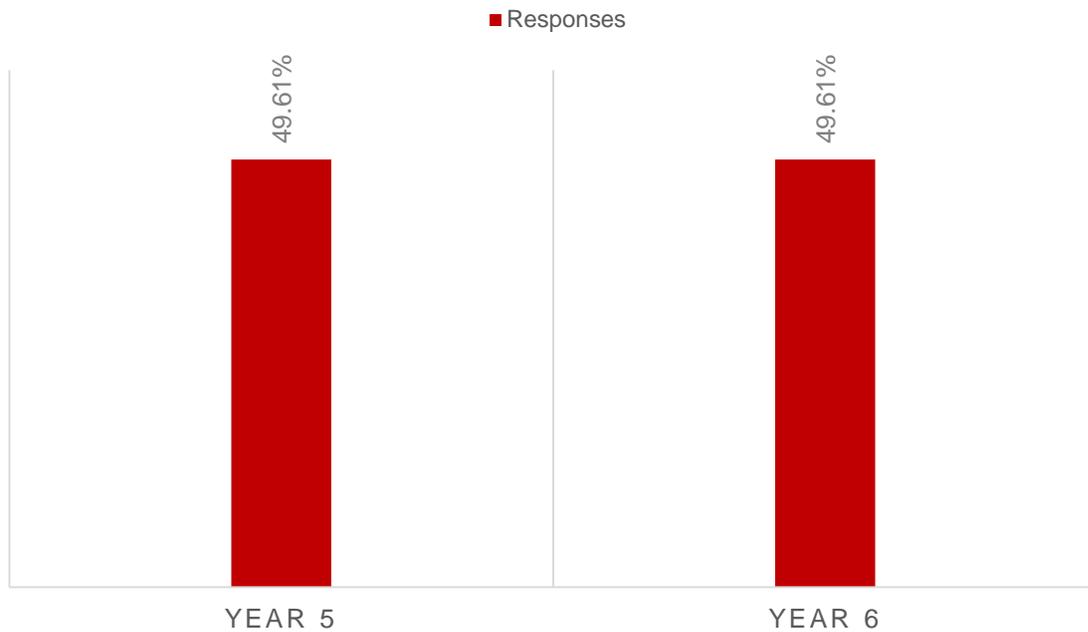
Overall, this school provides a good quality of education.



Response	Count
Answered	34
Skipped	4

Office of Education Standards | Student Survey 2019

Which is your current year group?



What is your nationality?

85.04%

Caymanian

14.96%

Non-Caymanian

Please state your gender.

61

Boys

66

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	16.00%	20
Agree	71.20%	89
Disagree	4.00%	5
Strongly Disagree	1.60%	2
I am unsure or unable to answer the question	7.20%	9
	Answered	125
	Skipped	2

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	41.27%	52
Agree	44.44%	56
Disagree	7.94%	10
Strongly Disagree	1.59%	2
I am unsure or unable to answer the question	4.76%	6
	Answered	126
	Skipped	1

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	23.81%	30
Agree	52.38%	66
Disagree	11.90%	15
Strongly Disagree	0.79%	1
I am unsure or unable to answer the question	11.11%	14
	Answered	126
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	33.33%	42
Agree	53.17%	67
Disagree	5.56%	7
Strongly Disagree	0.79%	1
I am unsure or unable to answer the question	7.14%	9
	Answered	126
	Skipped	1

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	8.66%	11
Agree	45.67%	58
Disagree	28.35%	36
Strongly Disagree	5.51%	7
I am unsure or unable to answer the question	11.81%	15
	Answered	127
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	14.17%	18
Agree	48.82%	62
Disagree	21.26%	27
Strongly Disagree	4.72%	6
I am unsure or unable to answer the question	11.02%	14
	Answered	127
	Skipped	0

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	13.39%	17
Agree	48.03%	61
Disagree	23.62%	30
Strongly Disagree	9.45%	12
I am unsure or unable to answer the question	5.51%	7
	Answered	127
	Skipped	0

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	41.73%	53
Agree	49.61%	63
Disagree	5.51%	7
Strongly Disagree	0.79%	1
I am unsure or unable to answer the question	2.36%	3
	Answered	127
	Skipped	0

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	34.92%	44
Agree	58.73%	74
Disagree	3.17%	4
Strongly Disagree	0.79%	1
I am unsure or unable to answer the question	2.38%	3
	Answered	126
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	40.48%	51
Agree	47.62%	60
Disagree	7.94%	10
Strongly Disagree	1.59%	2
I am unsure or unable to answer the question	2.38%	3
	Answered	126
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	24.41%	31
Agree	51.97%	66
Disagree	5.51%	7
Strongly Disagree	2.36%	3
I am unsure or unable to answer the question	15.75%	20
	Answered	127
	Skipped	0

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	25.98%	33
Agree	50.39%	64
Disagree	11.81%	15
Strongly Disagree	3.15%	4
I am unsure or unable to answer the question	8.66%	11
	Answered	127
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	36.51%	46
Agree	46.83%	59
Disagree	7.14%	9
Strongly Disagree	5.56%	7
I am unsure or unable to answer the question	3.97%	5
	Answered	126
	Skipped	1

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	37.01%	47
Agree	48.82%	62
Disagree	7.87%	10
Strongly Disagree	2.36%	3
I am unsure or unable to answer the question	3.94%	5
	Answered	127
	Skipped	0

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	29.92%	38
Agree	38.58%	49
Disagree	14.96%	19
Strongly Disagree	5.51%	7
I am unsure or unable to answer the question	11.02%	14
	Answered	127
	Skipped	0

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	30.40%	38
Agree	47.20%	59
Disagree	12.00%	15
Strongly Disagree	4.80%	6
I am unsure or unable to answer the question	5.60%	7
	Answered	125
	Skipped	2

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	9.68%	12
Agree	31.45%	39
Disagree	23.39%	29
Strongly Disagree	15.32%	19
I am unsure or unable to answer the question	20.16%	25
	Answered	124
	Skipped	3

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	20.47%	26
Agree	44.88%	57
Disagree	11.81%	15
Strongly Disagree	12.60%	16
I am unsure or unable to answer the question	10.24%	13
	Answered	127
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	33.86%	43
Agree	44.09%	56
Disagree	6.30%	8
Strongly Disagree	5.51%	7
I am unsure or unable to answer the question	10.24%	13
	Answered	127
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	45.67%	58
Agree	44.09%	56
Disagree	5.51%	7
Strongly Disagree	1.57%	2
I am unsure or unable to answer the question	3.15%	4
	Answered	127
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	32.26%	40
Agree	46.77%	58
Disagree	9.68%	12
Strongly Disagree	2.42%	3
I am unsure or unable to answer the question	8.87%	11
	Answered	124
	Skipped	3

The school is well led.

Response	Percentage	Count
Strongly Agree	32.00%	40
Agree	49.60%	62
Disagree	6.40%	8
Strongly Disagree	4.00%	5
I am unsure or unable to answer the question	8.00%	10
	Answered	125
	Skipped	2

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	27.20%	34
Agree	32.00%	40
Disagree	23.20%	29
Strongly Disagree	4.00%	5
I am unsure or unable to answer the question	13.60%	17
	Answered	125
	Skipped	2

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	20.63%	26
Agree	50.79%	64
Disagree	11.90%	15
Strongly Disagree	2.38%	3
I am unsure or unable to answer the question	14.29%	18
	Answered	126
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	25.40%	32
Agree	50.79%	64
Disagree	7.14%	9
Strongly Disagree	2.38%	3
I am unsure or unable to answer the question	14.29%	18
	Answered	126
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	28.00%	35
Agree	49.60%	62
Disagree	8.00%	10
Strongly Disagree	1.60%	2
I am unsure or unable to answer the question	12.80%	16
	Answered	125
	Skipped	2

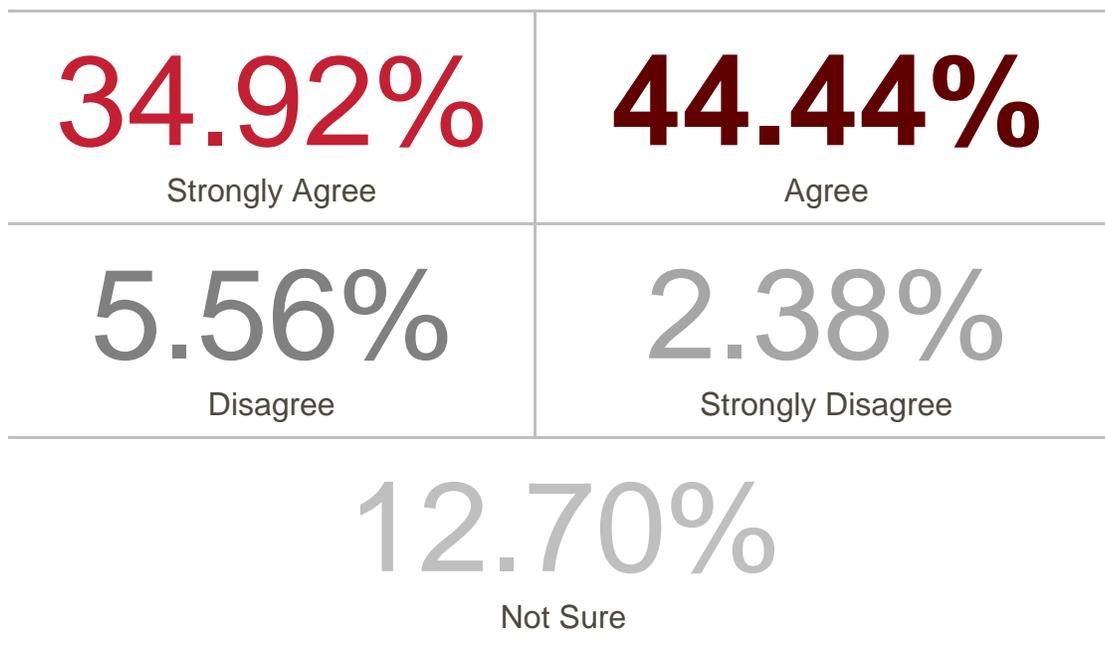
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	26.98%	34
Agree	46.83%	59
Disagree	7.94%	10
Strongly Disagree	3.97%	5
I am unsure or unable to answer the question	14.29%	18
	Answered	126
	Skipped	1

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	28.00%	35
Agree	56.80%	71
Disagree	6.40%	8
Strongly Disagree	2.40%	3
I am unsure or unable to answer the question	6.40%	8
	Answered	125
	Skipped	2

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



Response	Count
Answered	126
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

