



CAYMAN ISLANDS  
GOVERNMENT

# GOVERNMENT SECONDARY SCHOOLS SUMMARY REPORT

DECEMBER 2018

A summary of the 2018 inspection reports published by the Office of Education Standards regarding Clifton Hunter, John Gray and Layman E. Scott High Schools.

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# SECTION 01

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Introduction





# Introduction

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Education Law (2016) requires the regular inspection of public and private educational institutions on The Cayman Islands. This law places responsibility for inspection with the Office of Education Standards.

Between September and October 2018, all three government high schools (Clifton Hunter High School, John Gray High School and Layman E. Scott High School) were inspected by the Office of Education Standards. The individual reports for each school are available on the Office of Education Standards website ([www.oes.gov.ky](http://www.oes.gov.ky)) and the link for each of the inspection reports is provided at the end of this summary report.

Within the individual inspection report, inspectors identify a number of strengths of the school and make recommendations which school leaders are required to address prior to the next inspection. Where the performance of a school is judged overall to be weak, there will be a further follow-through inspection within six months of the publication of the last report.

Evaluations were made during each inspection using 'Successful Schools and Achieving Students' which is the Cayman Islands Government framework for school self-evaluation and inspection, published in June 2018. Inspectors use a four-point evaluation scale 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.

This summary report collates key information arising from the three recent inspections and presents a number of further strategic level recommendations which require consideration by the Ministry of Education and Cayman Islands Education Council.

In the final section of this report, the views of different stakeholders are published with regard to a number of themes. These are the collated responses from parents, staff and students from all three schools in total. The results from each individual school can be found in the appendices to the individual school reports.





# SECTION 02

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Overall performance of the individual schools









# Overall performance of the individual schools

## 2018 OVERALL PERFORMANCE JUDGEMENT

Clifton Hunter High School	WEAK
John Gray High School	SATISFACTORY
Layman E. Scott High School	SATISFACTORY

The overall performance of Clifton Hunter High School was weak. This was because the standard of teaching was weak and the majority of the quality indicators were also judged to be weak. Attainment and progress in English, mathematics and science were below international standards. Teaching was weak because less than three quarter of lessons were satisfactory. Students' learning was weak because in over a third of lessons teachers did not use assessment information to identify students' strengths and weaknesses or plan learning activities to match them. As a result, only a minority of students made good progress in lessons and over time. Leaders were not applying the new school inspection framework accurately, so they had a weak understanding of the school's strengths and weaknesses. This led to improvement plans not being focused on the correct priorities. The school's use of staffing, and the learning environment were good. The school had well-qualified staff, deployed them well and ensured that specialist facilities enhanced learning. Clifton Hunter High School will be revisited by inspectors from the Office of Education Standards within six months of the publication of the school inspection report.

The overall performance of John Gray High School was judged to be satisfactory. This was because students' progress, the quality of

teaching, leadership, self-evaluation and improvement planning were all judged to be satisfactory. Leaders were clear about the aspects of the school which required improvement and had firm plans in place to tackle shortcomings. Attainment overall was weak at Key Stage 3 because it was below international standards. Progress was satisfactory in English and science but was weak in mathematics. In most lessons, teaching was satisfactory and forty per cent was good. Teaching was best in English and a variety of other subjects beyond the core. Students learnt satisfactorily in these lessons. Assessment was weak because teachers did not use their knowledge of students' prior attainment to plan lessons to meet their needs. Under the clear guidance of the Principal, leaders had started to use the new inspection framework to identify their strengths and weaknesses. This brought into focus those areas which were deemed to be priorities.

The overall performance of Layman E. Scott High School was judged to be satisfactory. This was because teaching, students' attainment and progress in English and mathematics were satisfactory. The school's leadership, health and safety, students' learning and assessment systems were also found to be satisfactory. The inspectors judged that the curriculum, student support and guidance, civic and environmental understanding, behaviour and attendance were good. The school had no significant weaknesses and the arrangements for child protection and support were satisfactory. However, the self-evaluation and improvement planning processes were weak because school leaders were not yet applying the new inspection framework with sufficient rigour or accuracy.

**Table 1.** Overall performance results.

2018 STUDENTS' ACHIEVEMENT	ENGLISH	MATHEMATICS	SCIENCE
Clifton Hunter High School Attainment	WEAK	WEAK	WEAK
Clifton Hunter High School Progress	WEAK	WEAK	WEAK
John Gray High School Attainment	WEAK	WEAK	WEAK
John Gray High School Progress	SATISFACTORY	WEAK	SATISFACTORY
Layman E. Scott High School Attainment	SATISFACTORY	SATISFACTORY	SATISFACTORY
Layman E. Scott High School Progress	SATISFACTORY	SATISFACTORY	SATISFACTORY

Inspectors evaluate students' attainment by comparing what students know and what they can do with the achievement of other students of the same age both locally, regionally and internationally. Inspectors also check students' knowledge and skills against the expected standard as determined in the curriculum syllabi published by recognised examination bodies.

In the two largest public secondary schools, it was judged that students' skills and knowledge were significantly below expected levels in each of the three core subjects. These evaluations were made using comparative examination data at the end of Year 11 and also through access to available assessment information developed by the schools for students at the end of Key Stage 3 (Year 9).

Examination data was reviewed over a three-year period and it was noted that end of Year 11 examination results had declined in 2018 although there had been a notable improvement previously from 2016 to 2017.

The information in Table 2 (page 12) shows the percentage of students in each of the three schools achieving the expected level (Grades I-III in Caribbean Secondary Education Certificate, or A\* to C in General Secondary Certificate Examinations). In 2018, the percentage of students achieving five or more passes including English and mathematics and five or more passes in total in government high schools was significantly below international averages.

Inspectors also evaluate students' progress over time and this is defined as 'the gains in learning made by students between two points in time'. Evaluations were determined through access to data presented by each school and through a review of students' work and observations of students' progress in lessons. In too many lessons, particularly in Key Stage 3 (Years 7 to 9), students' progress was too slow because the quality of teaching was weak and the curriculum was repetitive and insufficiently challenging for students.



**Table 2.** Examination results, from 2016 to 2018, in Cayman Islands government high schools showing the percentage of students achieving five or more 'level 2' passes in Year 11 examinations.

YEAR 11. FIVE OR MORE LEVEL 2 PASSES, INCLUDING ENGLISH AND MATHEMATICS	2018	2017	2016
Cayman Islands. Total	36.6%	42.4%	36.3%
Clifton Hunter High School	38.9%	43.7%	38.7%
John Gray High School	33.5%	38.3%	31.7%
Layman E. Scott High School	47.6%	83.3%	59.1%

YEAR 11. FIVE OR MORE LEVEL 2 PASSES, IN ANY RECOGNISED SUBJECT	2018	2017	2016
Cayman Islands. Total	46.3%	53.7%	53.4%
Clifton Hunter High School	42.5%	51.9%	45.2%
John Gray High School	46.8%	52.6%	58.4%
Layman E. Scott High School	71.4%	83.3%	77.3%

### OES recommendation

To help ensure an improved and sustained rate of students' academic progress, the Ministry of Education and school leaders should review performance management and self-evaluation arrangements in the three schools. The quality of teaching and the curriculum offered at Key Stage 3 are not yet at the required standard to guarantee ongoing improvement to students' attainment in core subjects.

## 2018 BEHAVIOUR JUDGEMENT

Clifton Hunter High School	SATISFACTORY
John Gray High School	SATISFACTORY
Layman E. Scott High School	GOOD

In all three schools, students' behaviour had improved since the baseline inspections of 2014-15. Overall, students' positive behaviour for learning was at least satisfactory and was judged to be good at Layman E. Scott High School. Attendance rates were found to be satisfactory at the time of the inspection and from the beginning of the school term in September 2018. Relationships between staff and students were characterised by mutual respect and students commented upon the effective support they received from staff including counsellors, teachers, support staff and senior leaders.

In Layman E. Scott High School a positive behaviour initiative across the school and the regular use of peer counselling and student representatives helped address arising concerns in a timely and effective manner. In John Gray and Clifton Hunter High Schools the introduction of a new uniform policy had not been well received by all students because they felt that they had not been sufficiently consulted. Nevertheless, it was noted that all students were compliant and that the students wore the school uniform with pride. There were effective arrangements in all three schools to monitor behaviour, attendance and punctuality, although it was occasionally the case that a few teachers did not follow school procedures for recording behavioural incidents.

In John Gray High School the layout of the school site provided some challenges for staff in terms of monitoring the students' transition from one lesson to the next throughout the school day. More rigorous

arrangements were required to help the students to be punctual to the lessons and to maximise learning time.

Although behaviour had improved since the last round of inspections, inspectors identified a significant minority of lessons in the two largest schools where there were examples of low-level disruption. This adversely affected the pace of learning for all students. Such incidents were not always managed effectively by teachers to minimise impact on students' progress.

## 2018 TEACHING & LEARNING JUDGEMENT

Clifton Hunter High School	WEAK
John Gray High School	SATISFACTORY
Layman E. Scott High School	SATISFACTORY

Inspectors observed 289 lessons over the duration of the inspections in the three schools. All teachers present in each of the schools across all subject areas were visited at least once. Inspectors evaluated teaching and students' learning in each lesson using a four-point scale aligned to the inspection framework 'Successful Schools and Achieving Students'. Table 3 (page 14) includes the range of evaluations of teaching quality made in each school and in summary across all three schools in total.

**Table 3.** Evaluation of teaching quality in Cayman Islands government high schools during the 2018 OES inspections.

HIGH SCHOOL	EXCELLENT	GOOD	SATISFACTORY	WEAK	TOTALS
John Gray High School	8	43	46	31	128
Clifton Hunter High School	1	36	32	41	110
Layman E. Scott High School	1	15	28	7	51
Total	10 (3%)	94 (33%)	106 (37%)	79 (27%)	289

Across the three schools there was a relatively high proportion of weak teaching. This was particularly noticeable in Key Stage 3 classes, especially Years 8 and 9. Inspectors identified better quality of teaching overall in the examination classes at Year 11.

In most lessons at Layman E. Scott and John Gray and a majority of classes observed at Clifton Hunter, teachers demonstrated effective subject knowledge and a sound understanding of the syllabus content relevant to each examination. In art, information technology and music, teachers were often successful in motivating and engaging students in their learning.

However, in the core subjects of English, mathematics and science, teaching quality was much more variable. There remained too many sessions in which the pace of learning was too slow because teachers lost time managing low level disruption by a few students. Similarly, inspectors noted that the content of the lesson was not always well adapted by the teachers to the different learning needs of students in the classes. Expectations were not sufficiently high because students were given simple tasks such as copying or completing undemanding worksheets. Consequently, students were at times bored and became disengaged in their lessons. Furthermore, teachers' questioning of

students in lessons was too frequently noted to be superficial and did not effectively promote students' critical thinking skills.

Assessment practices across all three schools required improvement and were particularly weak at Key Stage 3. Marking was frequently cursory with no clear indication to students about what they needed to do to improve their work. At the beginning of the year and on admission to different phases of the secondary school, it was noted that staff did not accurately assess the students' starting points. This also led to some inaccuracy in the evaluation of students' progress over time. Furthermore, the work completed by students and reviewed by inspectors during the three inspections did not reliably reflect the assessment grades allocated to students by different teachers. Parents, in communication with inspectors, expressed concern regarding the assessment systems in the schools and many felt that the system of levels and grading used by staff required review and simplification.

### OES recommendation

In undertaking the review of the curriculum at Key Stage 3, the Ministry of Education and school leaders should introduce more reliable and robust assessment practices to help monitor students' progress and align students' achievement to international standards.

## 2018 CURRICULUM JUDGEMENT

Clifton Hunter High School	SATISFACTORY
John Gray High School	SATISFACTORY
Layman E. Scott High School	GOOD

The curriculum offered at Layman E. Scott High School differed from the other two schools in that students remained at the school into Year 12 and additional courses and programmes were provided for the students in that final year. All three schools delivered the Cayman Islands Key Stage 3 curriculum from Years 7 to 9, followed by examination courses leading to the Caribbean Secondary Examination Certificate and General Certificate of Secondary Education qualification in Year 11. Additionally, in all schools, an increasing range of vocational course options had been introduced in recent years and these were certified through diverse qualifications, such as BTEC.

In all three schools a strength of the curriculum included the breadth of subject choice available to students in Key Stage 4 (from Years 10 to 11). Courses were diverse and there were opportunities for high achieving students to complete examinations earlier than usual. Vocational courses were an increasing feature within options and these prepared students well for the world of work and for future academic pathways. Extra-curricular activities were a positive feature of provision in all three schools and included a variety of music, sports and creative opportunities for students. Participation rates were high in all three schools.

In John Gray High School and Clifton Hunter High School the curriculum at Key Stage 3 (Years 7 to 9) was less effective. It lacked challenge and was not sufficiently well adapted by teachers to engage students and meet the varying needs across typical classes. In contrast, at Layman E.

Scott High School, the Key Stage 3 curriculum had been reviewed and revised and expectations were higher. At this school, teachers made effective use of the Key Stage 3 curriculum framework and lessons were adapted well to ensure students' progression in learning. At John Gray and Clifton Hunter High Schools, there were many examples where students' progress was too slow in Key Stage 3. This was mostly due to the unnecessary repetition of content and, at times, important gaps in subject matter.

## OES recommendations

The Ministry of Education should include Key Stage 3 within the ongoing review of the curriculum to ensure a better transition from primary into the early secondary years and enhanced progress from Years 7 to 9.

## 2018 HEALTH AND SAFETY JUDGEMENT

Clifton Hunter High School	SATISFACTORY
John Gray High School	SATISFACTORY
Layman E. Scott High School	SATISFACTORY

Inspectors found arrangements for health and safety to be satisfactory in each of the three schools. All staff had participated in child protection training on a regular basis and appropriate policies and practices were in place and followed to help ensure students' safety. Clifton Hunter staff and students benefited from relatively new premises, which included good facilities for staff and students who are physically challenged. Staff promoted healthy lifestyles through the content of lessons and planned events. However, the school canteens did not consistently encourage and promote healthy choices in meals.

Arrangements for site security were variable. They were most effective



in schools where there were sufficient appointed security staff on site. Not all schools required visitors to sign in and out and this presented a health and safety risk. Similarly, fire drills had been undertaken with sufficient regularity in all three schools but fire inspection reports from Cayman Islands Fire Service had not been completed for some time. A fire inspection conducted in Layman E. Scott High School in October 2017 had identified infractions which had yet to be addressed. Clifton Hunter High School and John Gray High School had not received a comprehensive fire inspection report from the Cayman Islands Fire Service within the last year. Safety risks at Layman E. Scott High School were compounded by breaches in the perimeter fencing and the absence of a gate to restrict access to the premises.

The school facilities at John Gray and Layman E. Scott High Schools were dated and required improvement. The layout of the two campuses presented some challenge in terms of student supervision and, particularly at John Gray High School, there were occasions where the physical layout of the school premises restricted the effectiveness of staff supervision at transition times. Despite the weaknesses in the quality of the physical environment, it was noted that staff mitigated arising risks well in all three schools and this helped reduce the frequency and number of incidents and accidents in school. Plans to complete a new facility for John Gray High School were in place and demonstrated careful review of lessons learnt from the development of the accommodation at Clifton Hunter High School.

Inspectors noted that in the two largest schools, Clifton Hunter and John Gray High, the use of an academy system helped promote the effective monitoring of students' health, safety, care and welfare. Parents commented in the survey responses that they appreciated the pastoral system because they had an accessible point of contact within the staff and this facilitated timely responses to concerns as they were raised. In contrast, however, students communicated a less positive view. Only around half of the 1,493 students that completed the survey stated that they felt safe and cared for at school.

## OES recommendations

Improve reporting and monitoring arrangements between the Ministry of Education and Cayman Islands Fire Service to ensure that regular, comprehensive fire inspections of the government public schools are undertaken and identified infractions are addressed in a timely manner.

The Ministry of Education should review the quality of the school premises at Layman E. Scott High School to plan ahead for 21st century educational provision for students in Cayman Brac.

Principals of all three schools should review the survey responses of students regarding aspects of care and welfare and, through further discussion with their student councils and other relevant representative student groups, identify and address aspects of concern that have led to students' low levels of satisfaction.

## 2018 SUPPORT AND GUIDANCE JUDGEMENT

Clifton Hunter High School

SATISFACTORY

John Gray High School

SATISFACTORY

Layman E. Scott High School

GOOD

In each of the three government high schools, there was a well-established special educational needs staff team who provided support to students of different ages and with a diverse range of needs. A special needs co-ordinator provided leadership within each of the teams and inspectors found that the leadership of this aspect of the three schools was effective. The co-ordinators demonstrated a close knowledge of the needs of the students in their care and, in most cases, the school-based team had effective links with different skilled professional agencies who offered specialist advice and support to staff,

students and their families. Students with mental health difficulties were provided with effective support.

Innovative and effective practice was identified in John Gray High School which enabled staff to respond well to the identified needs of individual students and groups of learners. For example, the establishment of a nurture group for vulnerable Year 7 students helped to ensure a smooth transition from primary into secondary education for a small number of students. Similarly, at Layman E. Scott High School, inspectors noted the good arrangements in place to support students who joined the school with English as an additional language.

Students with the most significant learning needs and disabilities were identified effectively by staff on admission to the school. However, once identified their support in mainstream classes was inconsistent and during the three inspections it was noted that a majority of the students with special educational needs made much better progress in the smaller 'intervention' programmes that were offered in a number of subjects and phases of the three high schools. Too many teachers in the mainstream classes did not use the comprehensive and available information arising from assessments to modify lesson content and meet the special educational needs of different learners. As a consequence, the progress of students that required the most support, particularly in English and mathematics, was variable. Programmes of additional support for reading and writing were available in all of the schools but similar mathematics interventions were not consistently in place. This meant that in certain phases of the high schools, students' progress in mathematics was too slow because the content of the mainstream lessons was not always well matched to their level of skills and knowledge.

Guidance arrangements were in place for students in all three schools and, at key points in the students' choice of examination subjects and post-compulsory education, careers advice from relevant agencies worked hand in hand with school based staff to offer timely advice for students. At Clifton Hunter High School, staff worked closely with local businesses and community partners to help students to participate

in meaningful and authentic work experience placements. These arrangements linked well with vocational, college and university courses that interested the students.

## 2018 LEADERSHIP JUDGEMENT

Clifton Hunter High School

SATISFACTORY

John Gray High School

SATISFACTORY

Layman E. Scott High School

SATISFACTORY

The leadership of a school consists of much more than the performance of the individual Principal or even the senior leadership team within each establishment. In evaluating the effectiveness of leadership, inspectors also considered the work of subject co-ordinators, learning mentors and others assigned with responsibility in key positions within each school. In all three contexts, it was found that there were well-defined remits and evident lines of accountability within each of the schools.

All three schools had been inspected in the academic year 2014-15 and were provided with a number of recommendations for improvement. In the more recent inspections undertaken in 2018, it was noted that satisfactory progress had been made by each of the schools towards addressing a majority of the recommendations. All senior leaders in the three schools were noted to be committed and dedicated. They modelled professional standards and, in almost all cases, provided strong pastoral and academic guidance for students and staff. At John Gray High School, for example, the effective leadership of the Principal had galvanized senior staff and teachers at all levels and a clear vision and direction for the future of the school was effectively communicated and shared by almost all staff. In this school there was a strong and evident focus on raising standards.

The three schools were beginning to use the agreed framework, 'Successful Schools and Achieving Students' to help identify their strengths and weaknesses. In John Gray High School, improvement planning was more effectively developed and self-evaluation judgements made by leaders were found to be more accurate in this school.

There were well established arrangements to monitor and review the work of individual teachers in all three high schools. Formal observations were undertaken each academic term, though these were almost always announced well in advance. The evaluations allocated by leaders to the quality of teaching were noted to be over generous and despite the strengths in leadership identified in each of the three schools, it was evident that the performance management arrangements were not yet having sufficient impact upon reducing the number of weak lessons in each of the three schools.

Inspectors identified that a significant minority of students were too young for their school year because they were not admitted into the appropriate year group for their chronological age. This was a consequence of admissions arrangements in the primary years but this meant, for example, in several year groups around one third of the students were actually too young for their allocated year group.

### OES recommendations

Arrangements for the evaluation of teachers' performance should be reviewed to align more closely to relevant sections of the inspection framework and Principals should include unannounced observations within the programme to establish a more accurate and comprehensive indication of the quality of teaching in their schools.

In collaboration with the Ministry of Education and where relevant, school leaders should review the arrangements for admission to ensure that all students are enrolled in their correct chronological year group.

## 2018 LINKS WITH PARENTS AND THE COMMUNITY JUDGEMENT

Clifton Hunter High School

SATISFACTORY

John Gray High School

SATISFACTORY

Layman E. Scott High School

SATISFACTORY

All three schools enjoyed positive and productive links with their local communities. These included effective partnerships with local businesses and charitable groups which helped the schools to offer a diverse range of programmes and activities which enhanced the curriculum. At Clifton Hunter High School, for example, staff had worked well with parents and with local businesses to establish a comprehensive work experience programme for students. Similarly, in John Gray High School, local politicians and leading figures from businesses in the community successfully participated in focused programmes to support the most vulnerable students.

Links with parents however, were less effective. Staff and parents involved in Parent Teachers' Associations from each of the three schools identified low attendance at meetings and at special events as a matter of concern. The low response rate to the Office of Education Standards parent survey also indicated disengagement from a significant majority of parents. Staff and parents responses to specific questions related to this matter confirmed that parents were not yet effectively involved in the work of the three schools. School leaders had explored a number of initiatives to improve communication with parents. These included the more regular use of social media and publicity regarding special events involving certain groups of students. Special events such as the end of year graduation were well attended but the three schools had not yet been successful in engaging parents on a regular basis as partners in supporting their children's learning.

All three schools produced regular reports for parents regarding their children's academic achievement and progress. These included grades and levels but did not consistently indicate next steps in learning for students. Parents lacked guidance about how they could help their children at home. In addition, parents did not have easy access to curriculum information and many reported that they found the curriculum levels and assessment practices in the schools to be over complex and poorly explained. The three school websites were under developed and the diverse range of communication practices, including various kinds of social media, led to some inconsistency in information access.

## 2018 STAFFING AND THE LEARNING ENVIRONMENT JUDGMENT

Clifton Hunter High School	GOOD
John Gray High School	WEAK
Layman E. Scott High School	SATISFACTORY

The facilities and learning environment at John Gray High School and Layman E. Scott High School required improvement. The condition of the indoor and outdoor learning environment was poor. In one school the size of certain rooms was noted at times to be too small for the number of students being taught and open access to another school site presented an ongoing health and safety risk for students. The specialist facilities at Clifton Hunter High School were judged to be of good quality and the open-plan layout did not present a distraction to learners notably when the quality of teaching was of a sufficient standard.

In the three schools staffing levels were found to be broadly suitable and deployment by Principals was both efficient and effective. Staff retention levels were better than average. There were shortages in core resources

in all three schools with the library areas notably lacking in stock and in access to information technology.

Plans in place for the future redevelopment of John Gray High School were reviewed by inspectors and the inclusion of lessons learnt from the design and build of Clifton Hunter High School was effective in designing a facility that was fit for purpose. Staff and school leaders had been involved in helping to plan the new school. The timescale for the completion of the new John Gray High School was ambitious but this was entirely appropriate because the current facility was judged to be, in many ways, unsuitable for the delivery of a modern and progressive 21st century secondary curriculum.

## OES recommendation

The Ministry of Education should review the quality of the school premises at Layman E. Scott High School to plan ahead for 21st century educational provision for students in Cayman Brac.





# SECTION 03

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Stakeholder Feedback





# Stakeholder Feedback

In advance of each school inspection, parents, staff and students were invited to complete a confidential on-line survey sharing their views about the work of the school. In total, 1,495 students from Years 7 to 12 participated. Three hundred and ten parents and 187 staff, including teachers, administrative and support staff completed the survey.

## What did students like about their school?

Survey questions that received the most positive response rates	% Strongly Agree & Agree
Most of my lessons are good	89%
Overall, in all other subjects, I am making good progress in my learning	89%
I am making good progress in English	88%
I am making good progress in mathematics	86%

## What did students wish to see improved in their school?

Survey questions that received the least positive response rates	% Strongly Agree & Agree
Most students at my school show good environmental understanding	37%
The behaviour of most students in the school is good	43%
Most students at my school understand their responsibilities as members of a wider community	48%
I feel safe and cared for at my school	54%



Almost all of the students completed the survey. There was equal representation from students in Years 7 to 11 but only a few overall from Year 12 because Clifton Hunter and John Gray High Schools do not formally retain students into that year group. Most of the students were Caymanian and there was equal representation from boys and girls. The survey was completed near the start of academic session 2018-19 and shortly after the introduction of the new uniform policy across all government schools. Students, in their detailed individual comments, expressed their concern regarding their lack of involvement in the development of the revised uniform requirements.

### What did parents like about the school?

Survey questions that received the most positive response rates	% Strongly Agree & Agree
My child enjoys most lessons	85%
My child can join in a good range of extra-curricular activities provided by the school	85%
My child is developing good environmental understanding	83%
The school provides the subjects my child wishes to study	81%

### What did parents wish to see improved in the school?

Survey questions that received the most positive response rates	% Strongly Agree & Agree
The school provides good support to students with special educational needs	34%
Parents are effectively involved in the work of the school	46%
The school deals effectively with incidents of bullying	46%
Most students at the school understand their responsibilities as members of a wider community	48%

Only a minority of parents of secondary-aged students completed the survey. Most were Caymanian. A significant number of parents in response to the questions stated that they were 'unsure' about specific aspects of the work of the school, including special educational needs and leadership. As the survey was completed near the start of the new academic year, a few parents stated that they were unable to make evaluations about certain aspects of the work of the schools.

### What did staff like about the school?

Survey questions that received the most positive response rates	% Strongly Agree & Agree
The school has appropriately qualified and suitably skilled teachers and staff	96%
Students can join in a good range of extra-curricular activities provided by the school	95%
Students are treated fairly at this school	91%
The school helps students make good choices about their future education and career	89%

### What did staff wish to see improved in the school?

Survey questions that received the least positive response rates	% Strongly Agree & Agree
Parent teacher meetings are well attended and helpful	27%
Parents are effectively involved in the work of the school	34%
Students at this school show good environmental understanding	47%
There are sufficient resources of good quality to support my teaching	48%

Most of the survey responses received were from teaching staff and most were staff that had worked in their school for three years or more. Around one fifth of responders were Caymanian. The number of responses represented a majority of teachers but only a minority of support staff in the schools.



# About the Office of Education Standards

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## Who are we and what do we do?

The Office of Education Standards is a government agency which 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](mailto: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](http://www.oes.gov.ky)

## Where to read our reports about the three government high schools

Clifton Hunter High School [www.gov.ky/portal/pls/portal/docs/1/12716495.PDF](http://www.gov.ky/portal/pls/portal/docs/1/12716495.PDF)

John Gray High School [www.gov.ky/portal/pls/portal/docs/1/12716536.PDF](http://www.gov.ky/portal/pls/portal/docs/1/12716536.PDF)

Layman E. Scott High School [www.gov.ky/portal/pls/portal/docs/1/12718500.PDF](http://www.gov.ky/portal/pls/portal/docs/1/12718500.PDF)







