



INSPECTION REPORT

SIR JOHN A. CUMBER PRIMARY SCHOOL

OFFICE OF EDUCATION STANDARDS
November 2020

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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 Sir John A. Cumber Primary

Name of school	Sir John A. Cumber Primary School
Address	Town Hall Rd, West Bay, Grand Cayman
Telephone	345-949-3314
E-mail address	jovanna.wright@gov.ky
School Website	https://schools.edu.ky/jac/Pages/Home.aspx
Principal	Mrs. Jovanna Wright
School day timing	Monday to Friday from 8:00am to 3:00 pm
Age range of students	4 to 11 years
Number of students	505
Number of teaching staff	55
Number of support staff	27
Date of last full inspection	November 2014

The context of the school

Sir John A. Cumber Primary School is the largest government primary school in the Cayman Islands. It is located in West Bay. Students who attend the school come from a wide range of different backgrounds. There are currently 505 students on roll, a reduction of 25 from last year. There are 60 teachers and 27 teaching assistants. Approximately 30 per cent of the students have special educational needs. A small number for whom English is an additional language, mainly Spanish speakers, are supported with learning English.

The school was previously inspected in November 2014 and graded unsatisfactory. It received three subsequent follow-through inspections which focused on the progress the school had made in addressing the 16 recommendations from the baseline inspection. The most recent of these, in October 2019, found overall progress to be satisfactory.

The Principal had been in post since August 2019. She was supported by her senior leadership team consisting of two Deputy Principals and heads of Key Stage 1 and 2. Six additional leaders, some newly appointed, made up the senior management team. This included the numeracy coach.

The school followed the Early Years Foundation Stage Curriculum in Reception. In the remainder of the school, the Cayman Islands National Primary Curriculum was supplemented by transdisciplinary themes of inquiry related to the International Baccalaureate Primary Years Programme.

The school contained the following phases;

- Reception;
- Key Stage 1 (Years 1 to 2);
- Key Stage 2 (Years 3 to 6).

There were three classes in each of Reception, Year 1 and Year 2 and four classes in each of Years 3, 4, 5 and 6. For the purposes of this report inspectors provided one judgment for the whole school encompassing all three phases.

During the Covid-19 pandemic when students were learning at home, a significant proportion was unable to participate in on-line learning due to a lack of internet access or the required hardware. As a consequence, students' progress was hampered. Senior leaders and staff delivered learning packets to students weekly to ensure their continued access to education during the lockdown. The current arrangements in the school to safeguard students' and staff well-being were stringent.

Key strengths

- The curriculum was broad and balanced and was enriched by innovations such as virtual experiences in science and music which enhanced students' learning experiences.
- The premises were safe and secure and there were effective arrangements in place to ensure the health and safety of students and staff.
- The school was well resourced with qualified staff and a wide range of resources which effectively promoted students' engagement in their learning.

Recommendations

- Raise attainment across core subjects by holding teachers more accountable for the rates of progress made by their students.
- Improve the quality of teaching by:
 - formulating an effective system to facilitate the sharing of good practice within the school;
 - reducing the amount of time that teachers talk in lessons so that students have sufficient time to demonstrate what they have learnt;
 - improving teachers' use of assessment information to plan suitable activities for students of all abilities, including those with special educational needs and those who are most able.
- Raise the expectations of teachers about what students can do and achieve.
- Further improve self-evaluation processes so that strategic planning is based on fewer, more focused priorities.
- Better centralise and analyse the wealth of data available in the school to set more focused whole school goals focussing initially on the core subjects.

Summary

Overall Evaluation - Satisfactory

Whilst the majority of aspects of Sir John A. Cumber Primary were satisfactory, standards in students' attainment in English, mathematics were weak. Senior leaders were aware of aspects of the school requiring improvement and were taking the steps necessary to address them.

The overall performance of Sir John A. Cumber Primary School was satisfactory. Across all quality indicators, most were judged to be satisfactory.

These included:

- Students' progress in English, mathematics and science;
- Positive behaviour for learning and students' civic and environmental understanding;
- Teaching, learning and assessment;
- Curriculum quality;
- Health, safety; support and guidance;
- Leadership, self-evaluation and improvement planning;
- Links with parents and the community and staffing and the learning environment.

Achievement

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

Attainment in English was weak when compared to local and international standards. In Reception, only a few children recognised letters. By the end of Year 1, most were able to name letters and sounds but, in writing, only a minority could form letters correctly. Most students needed adult support to form simple sentences. A few students were able to read or write high frequency words correctly with only a minority able to read simple texts fluently. In Key Stage 2, the majority of students used basic punctuation to write but were unable to use it to read with expression. In guided reading sessions, almost all students had simple texts which were well below the standard expected for their age. Girls and boys made similar progress. Results from reading assessments, including phonic screening tests, showed almost all students to be well below age-appropriate expectations. There was a similar picture in writing.

Attainment in mathematics was weak across the school. In the Reception class, attainment was weak because no children reached the expected level in the latest assessments. Only a minority of students were able to count to 10 although a few were able to add single digit numbers together. Attainment in Key Stage 1 was weak with almost all students performing below the expected level. During lessons only a few students were able to confidently solve simple problems. Attainment at Key Stage 2 was also weak with the majority of students achieving below average results in government tests and international assessments. A minority of older students were able to divide by a two-digit number and check their answer using the inverse operation. A minority of younger students could add two numbers together using a number grid. The use of compact, efficient methods of calculation across the school was weak.

Students' attainment in science was weak. Recent school assessments indicated that the majority of students achieved below national and international standards. Additionally, current external tests in science indicated that most students did not demonstrate age-appropriate scientific knowledge and understanding. However, during the inspection it was noted that the majority of students were able to meet the lesson objectives set by the teacher. In Reception there was very limited provision for science. The majority of students in Key Stage 1 had weak literacy skills which had an adverse impact on their ability to access aspects of the science curriculum. Nonetheless, in a Year 2 class, students used scientific language to explain the

lifecycle of chickens. In Key Stage 2, students were able to construct electrical circuits and work out why some bulbs lit when others did not.

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

Progress in English was satisfactory. Whilst progress data showed that this was below average progress in lessons and in work books was noted to be satisfactory. Most Reception children made slow progress in writing but a minority of more able children were able to work in pairs to use their phonic knowledge to blend sounds and read high frequency words. In Key Stage 1, daily phonics and reading sessions enhanced students' enjoyment of texts. In Key Stage 2 the majority of students used writing frames to structure their writing. Most made some improvements to their expressive language as a result of increased opportunities to share ideas with a partner. A few students were able to use a visualiser independently to identify features of their writing. A minority constructed interesting introductions and conclusions to their narrative and information texts.

Progress in mathematics was satisfactory. The school reported that rates of progress had been adversely affected by the Covid-19 lockdown. In Reception, children counted one more using toy cars which helped them to express simple addition solutions. Students in both Key Stage 1 and 2 also made satisfactory progress. In Year 2, students demonstrated their conceptual understanding of multiples of three through the use of actions. This helped them to remember their learning. In Year 4, a minority of students solved problems which were linked to real life such as calculating how far athletes had cycled in the triathlon. Only a minority of Year 6 students completed long multiplication and division calculations because their recall of multiplication tables was too slow. Teachers sometimes talked for too long which limited the time students had to practise their skills.

Progress in science was satisfactory overall. The use of practical, hands-on activities promoted enquiry-based learning in the majority of lessons. Students were engaged in practical activities in groups to test out their ideas and to discuss and record their findings. This enabled the most able students to use their critical thinking skills. Opportunities to promote students' scientific exploration and understanding were weak in Reception. In Key Stage 1, students made predictions about how many times their heart would beat in a 60-second period following exercise. In Key Stage 2, students made predictions about how long it would take for ice to melt under certain conditions. Findings were recorded and experimental steps explained. In Year 6, students explored simple and complex circuits independently. Those with special educational needs made satisfactory progress and enjoyed working with their peers.

Students' personal and social development

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

Students' behaviour was satisfactory. The majority of students demonstrated positive attitudes to learning. They followed the school rules willingly. Most students walked in an orderly fashion around the school and were polite and courteous. Clear behaviour management systems were in place and, as a consequence, most students behaved well in class, at lunchtime and playtime. Any incidences of bullying were well-managed. Most students followed the school uniform code. Relationships between staff and students were warm and caring. Leaders were working hard to improve attendance and, as a result, there had been an upward trend prior to the pandemic. However, despite these efforts, it was noted that attendance was weak at the time of the inspection. Social skills lessons encouraged students to make the right choices about their behaviour; they discussed how to be good citizens.

Civic and environmental understanding was satisfactory. The majority of the students in Key Stage 1 had an understanding of the distinctive nature of Caymanian life, its heritage and customs. However, students in Key Stage 2 were not sufficiently knowledgeable about the Caymanian system of government. Across the school, classroom displays of Cayman heritage promoted students' awareness of local heroes and national symbols. Most students demonstrated age-appropriate awareness of the Christian religion as they participated in devotions and prayed before meals. Although some students had participated in a recent environmental competition, the majority were not sufficiently aware of local and global environmental issues. Initiatives for recycling and a student government club were due to be reinstated at the end of the current school term.

Teaching, learning and assessment

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

Teaching was satisfactory overall. In most lessons, teachers showed secure subject knowledge, managed the learning environment well and made classroom expectations clear. Consequently, the majority of students were attentive and concentrated well. There was a clear emphasis on lesson planning, although this did not contribute well enough to the consistent development of students' critical thinking skills. The quality of teaching was satisfactory rather than good in most lessons because work did not meet the diverse needs of all students in the class. This resulted in a lack of challenge for the more able students and work which was too difficult for those requiring additional support for learning. Too much teacher talk led to a lack of time for students to demonstrate what they could do. An example of effective teaching was observed in a Year 4 English lesson. The teacher ensured students learnt well through the efficient organisation of resources and effective grouping of students based on their learning needs. Where teaching focused on more practical activities such as, for example in Year 6 science, the impact on learning was good. Examples of effective teaching were observed in some specialist lessons. In Year 4 music, students thoroughly enjoyed playing the recorder and the teacher encouraged them to use complex subject specific terminology.

Learning was satisfactory. In the majority of lessons, students showed a high degree of interest in their learning, particularly when tasks provided challenge. In a minority of lessons students were able to take responsibility for their own learning, particularly in science when carrying out experiments. In these lessons, students were actively involved and collaborated well together. Elsewhere, students were not always provided with opportunities to discuss, collaborate or research. Teachers were not consistently skilled in the use of effective questioning to promote students' critical thinking skills. Most students were unable to apply what they had learnt to unknown contexts although there were some clear examples in mathematics of application of learning to the real world. This ensured that students made satisfactory progress.

Assessment was satisfactory. There were systems in place to check students' attainment and progress. In the minority of lessons, teachers regularly checked for students' understanding and sometimes gave them useful feedback. In the majority of lessons, teachers shared success criteria so students knew the purpose of tasks. Leaders looked at students' performance and used gap analysis so that they knew where to focus additional support. However, teachers did not always use this information well enough to inform their planning and to meet the needs of all students. Reviews of students' work books indicated that marking was not detailed and did not provide enough support so that students could improve their work. Peer assessment remained a rare feature of the school's assessment procedures.

Curriculum

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

The curriculum provided for students was satisfactory. The school used the Early Years Foundation Stage Curriculum in Reception. In the remainder of the school, the Cayman Islands National Primary Curriculum was supplemented by transdisciplinary themes of inquiry related to the International Baccalaureate Primary Years Programme. Curriculum plans were sequential although progression through content and skills was sometimes too slow. The planned curriculum provided clear steps for learning across the core subjects and was supported effectively, for example in mathematics, with well-chosen textbooks. Children in Reception had a child-centred curriculum that included 'Disco Dough' which improved their fine motor skills. A broad balance of core subjects was complemented by a full range of practical subjects including computing, music and Spanish. The curriculum was reviewed and developed adding extra groups to accelerate progression in English and mathematics. This promoted more rapid progress. Cross-curricular links with Health City Hospital provided motivating scientific experiences for students. Twenty students visited the Central Caribbean Marine Centre on Little Cayman and undertook environmental research. The school provided learning packs and work on the on-line platform during lockdown. This aimed to support continuity and progression. Prior to the recent pandemic, the majority of students participated in extra-curricular activities which included sport, music and spelling competitions to broaden and enrich their education.

Safety and support

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

The provision for health and safety was satisfactory. The school grounds were clean, well maintained and free of any dangers that may have affected the safety of students. Premises were fit for purpose and the provision of a lift and ramps supported students with special educational needs. The Fire Service Department had recently certified the school as being compliant. There were fire and earthquake procedures in place and the protocols for safe evacuation were posted in classrooms. Arrangements for child protection were in place and the school maintained appropriate records. Most students and parents positively regarded the school as safe and students were well-cared for by the whole staff. The medical and dental needs of students were addressed by a nurse and a dental hygienist. Security at the school was adequate, with three security officers providing effective coverage for the entire campus including assisting with new drop off and pick-up arrangements. Although there was an emphasis on healthy lifestyles with the promotion of good hygiene, only a minority of students consumed healthy snacks. Students participated actively in sport, and, prior to lockdown, had won many trophies across a wide variety of different events.

Support and guidance was satisfactory. Teachers had good knowledge and understanding of students' social, emotional and intellectual needs. They advised and guided them to resolve problems both independently and by approaching appropriate adults in confidence. The school managed student behaviour effectively together with support from external agencies. The school counsellor and educational psychologist provided support for students' emotional, social, psychological and academic needs. Pastoral care was strengthened by an assessment introduced to understand and monitor students' attitudes to school. Parents worked in partnership with the school and received accurate reports that included information on students' personal strengths and their areas for development. Students with special educational needs benefitted from a wide range of support which contributed to their small steps of progress. The recently appointed Special Educational Needs Co-ordinator had created a system to track students' progress towards their individual targets although it was too early to gauge the impact of this work. The personalised learning plans included the students' opinions and were shared with parents.

Leadership and management

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

Leadership and management was satisfactory overall. The relatively new Principal has been successful in bringing about improvements in behaviour. Leaders' scrutiny of students' work showed that standards were beginning to rise. All leaders shared the Principal's vision for the future and staff showed a commitment to the ethos of the school. They demonstrated their desire for the students to achieve well. Students and parents did not yet play a role in developing this vision. The Principal directed her staff appropriately. Roles and responsibilities were allocated to the different members of the senior management team, although there was no one, overall data leader. Leaders had analysed some aspects of performance and used the results, to a degree, to bring about improvements. Leaders were beginning to focus more urgently on raising standards and accelerating progress although it was too early to judge the impact of this work. Performance management arrangements were in place although targets did not yet focus precisely enough on elements which improved the quality of teaching and rates of progress. Leaders understood the challenges ahead and were not complacent. They demonstrated the capacity to tackle these challenges and to find the appropriate solutions.

Self-evaluation and improvement planning were satisfactory. However, there were too many priorities included in the school development plan. This reduced leaders' ability to prioritise, monitor and evaluate the success of actions taken to bring about improvement. Leaders had made a start with their new self-evaluation form. This required further work so that all the performance standards were fully evaluated. An appropriate strategy was in place to assess the quality of teaching. This was monitored through observations. Work scrutiny identified issues evident in students' work including, for example, marking and feedback. Teachers were not, however, always held firmly to account for the progress their students made. There had been a plethora of different professional development sessions but no clear focus on improving particular aspects of teachers' practice identified through monitoring. The follow through inspections indicated that satisfactory progress had been made in addressing most of the previous recommendations. This inspection showed that two of the remaining weak areas were now satisfactory. Although improved, marking was not always satisfactory in students' workbooks.

Links with parents and the community were satisfactory. Most parents surveyed were happy with the work of the school. Parents attended school events such as parent workshops. Communication between home and school was effective. Monthly newsletters outlined important information about new procedures, school uniform requirements and attendance matters. In the parent survey, most parents reported that they found teachers and senior leaders to be approachable and quick to respond to any concerns that might have arisen. Parents received detailed written reports each term. The Parent Teacher Association had helped raise money for new outdoor play equipment for the Reception classes. The school had established partnerships with the community library and participated in the Health City Educational Programme.

Staffing and the learning environment were satisfactory. All teaching staff were well qualified and deployed adequately. There was a sufficient number of support staff for the size of the school. Although there were recent staff changes, retention levels were acceptable. There was a well-resourced school library and this provision was augmented by well stocked classroom libraries to promote students' interest in reading. Most classrooms were spacious and well organised. The school premises were adequate and, at times, a range of practical resources were used to successfully promote students' learning. Teachers used electronic whiteboards to enliven learning including, for example, to play games and quizzes and mini-whiteboards were used effectively for assessment purposes.

Survey results

180 parents, 67 staff and 209 students completed the on-line survey. The results from the survey are detailed in Appendices One, Two and Three to this report.

Most parents believed that their children were making good progress in English, mathematics and science. The majority felt that behaviour was good although a few parents disagreed. Most parents thought that the quality of teaching was good and that their children enjoyed lessons. Almost all judged that there was good extra-curricular provision. Only a majority of parents thought that there was sufficient subject choice although a minority felt unable to answer the question. Most parents believed that the amount and quality of homework to be appropriate but a few did not agree. A majority felt that bullying was dealt with effectively although a minority said they were unable to answer the question, however a few did not agree. Most said they received sufficient information about the school improvement plan but a few disagreed. Almost all agreed that Parent Teacher Meetings were helpful and held regularly.

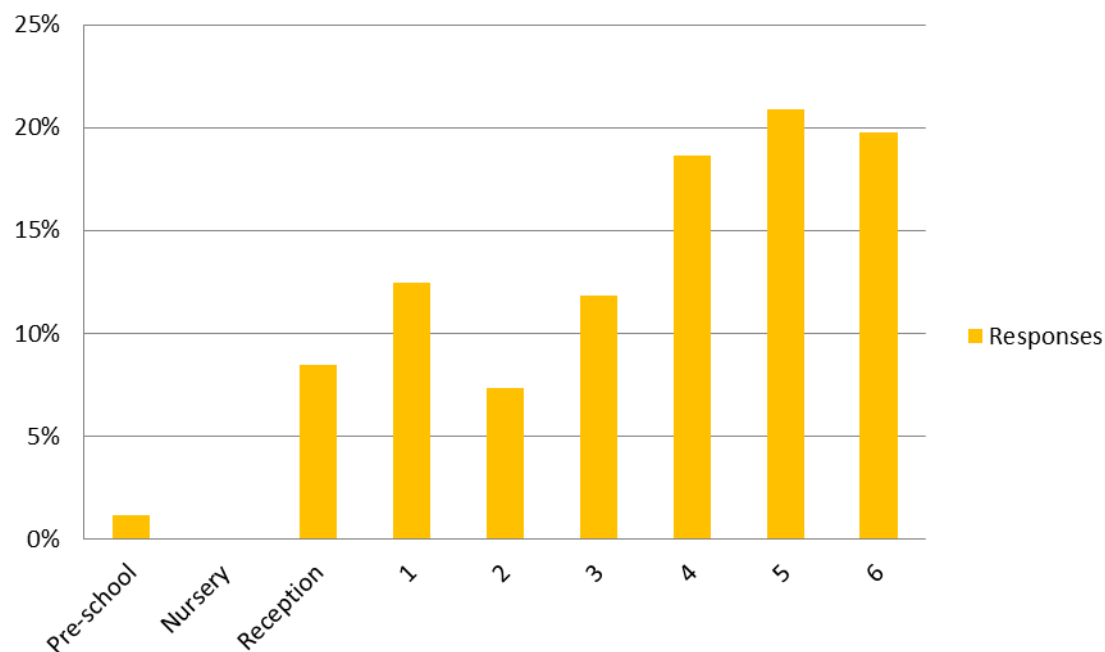
Both teaching and support staff completed the on-line survey. The majority had worked at the school for three years or more. Most staff felt that the behaviour in the school was good although a minority said that students' understanding of their responsibilities as members of the wider community could be improved. Most staff felt the school offered a safe and caring environment and almost all stated that the school helped students choose a healthy lifestyle. A minority said that they were not yet sufficiently involved with school self-evaluation or improvement planning although most felt that the school was well led. Almost a third of staff stated parent meetings were not well attended and that parents were not involved well enough in the work of the school. Almost all staff said that the school had a suitably qualified and skilled workforce and that they were well-resourced. Most felt that the school offered a good quality of education.

Most students in Years 5 and Year 6 completed the survey with a significant minority from other year groups contributing. Most students felt that they made good progress in mathematics. Just over a quarter of students felt that behaviour was not good and that they didn't have a good understanding of the environment. Almost all stated that they enjoyed good lessons and that teachers help them to understand how well they are doing and how they can improve. Although the majority of students said that the school treated them fairly, a minority disagreed. Almost all felt that the school helped them to make good choices about the next stage of their education and beyond. A minority of students said the school has not asked them about how it could improve.

What happens next?

Although the school is judged to be providing overall a satisfactory quality of education, there will be a follow-through inspection within six to eight months to evaluate progress against the areas for improvement indicated in this report.

Office of Education Standards | Parent Survey 2020

In which grade/year is your eldest child?

Response	Count
Answered	177
Skipped	5

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

Response	Percentage	Count
Less than one year	19%	33
More than one year but less than three years	27%	48
More than three years	54%	96
	Answered	177
	Skipped	5

What is your nationality?

83%

Caymanian

17%

Non-Caymanian

My child is making good progress in English.

Response	Percentage	Count
Strongly Agree	30%	52
Agree	54%	94
Disagree	6%	11
Strongly Disagree	1%	2
I am unsure or unable to answer the question	9%	16
	Answered	175
	Skipped	7

My child is making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	30%	53
Agree	54%	95
Disagree	5%	9
Strongly Disagree	2%	3
I am unsure or unable to answer the question	9%	16
	Answered	176
	Skipped	6

My child is making good progress in science.

Response	Percentage	Count
Strongly Agree	16%	28
Agree	59%	103
Disagree	3%	6
Strongly Disagree	1%	2
I am unsure or unable to answer the question	21%	37
	Answered	176
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	28%	49
Agree	56%	98
Disagree	5%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	18
	Answered	175
	Skipped	7

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	13%	23
Agree	54%	93
Disagree	11%	19
Strongly Disagree	3%	5
I am unsure or unable to answer the question	19%	33
	Answered	173
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	24%	41
Agree	64%	112
Disagree	5%	8
Strongly Disagree	1%	1
I am unsure or unable to answer the question	7%	12
	Answered	174
	Skipped	8

My child is developing good environmental understanding.

Response	Percentage	Count
Strongly Agree	25%	44
Agree	61%	107
Disagree	3%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	9%	16
	Answered	174
	Skipped	8

The quality of teaching is good.

Response	Percentage	Count
Strongly Agree	29%	49
Agree	60%	102
Disagree	5%	9
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	7
	Answered	169
	Skipped	13

My child enjoys most lessons.

Response	Percentage	Count
Strongly Agree	27%	47
Agree	63%	107
Disagree	3%	5
Strongly Disagree	1%	1
I am unsure or unable to answer the question	6%	11
	Answered	171
	Skipped	11

My child is inspired to learn.

Response	Percentage	Count
Strongly Agree	34%	58
Agree	56%	95
Disagree	5%	9
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	6
	Answered	170
	Skipped	12

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

Response	Percentage	Count
Strongly Agree	21%	36
Agree	46%	79
Disagree	12%	21
Strongly Disagree	2%	4
I am unsure or unable to answer the question	18%	31
	Answered	171
	Skipped	11

The school provides the subjects my child wishes to study.

Response	Percentage	Count
Strongly Agree	17%	29
Agree	54%	92
Disagree	6%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	22%	38
	Answered	171
	Skipped	11

The quality and amount of homework is appropriate.

Response	Percentage	Count
Strongly Agree	21%	36
Agree	69%	117
Disagree	7%	12
Strongly Disagree	2%	3
I am unsure or unable to answer the question	1%	2
	Answered	170
	Skipped	12

My child is safe and cared for at school.

Response	Percentage	Count
Strongly Agree	33%	55
Agree	64%	106
Disagree	1%	2
Strongly Disagree	0%	0
I am unsure or unable to answer the question	2%	3
	Answered	166
	Skipped	16

The school helps my child choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	25%	41
Agree	63%	104
Disagree	4%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	14
	Answered	165
	Skipped	17

My child is safe while on school buses.

Response	Percentage	Count
Strongly Agree	8%	14
Agree	31%	51
Disagree	1%	1
Strongly Disagree	1%	1
I am unsure or unable to answer the question	59%	98
	Answered	165
	Skipped	17

My child is treated fairly at school.

Response	Percentage	Count
Strongly Agree	17%	29
Agree	67%	112
Disagree	1%	1
Strongly Disagree	2%	3
I am unsure or unable to answer the question	13%	22
	Answered	167
	Skipped	15

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	14%	24
Agree	42%	70
Disagree	12%	20
Strongly Disagree	1%	2
I am unsure or unable to answer the question	30%	50
	Answered	166
	Skipped	16

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

Response	Percentage	Count
Strongly Agree	15%	26
Agree	53%	89
Disagree	2%	4
Strongly Disagree	0%	0
I am unsure or unable to answer the question	29%	49
	Answered	168
	Skipped	14

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

Response	Percentage	Count
Strongly Agree	18%	30
Agree	36%	60
Disagree	7%	11
Strongly Disagree	2%	4
I am unsure or unable to answer the question	37%	62
	Answered	167
	Skipped	15

The school is well led.

Response	Percentage	Count
Strongly Agree	25%	42
Agree	58%	96
Disagree	5%	9
Strongly Disagree	1%	1
I am unsure or unable to answer the question	10%	17
	Answered	165
	Skipped	17

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

Response	Percentage	Count
Strongly Agree	23%	38
Agree	55%	90
Disagree	9%	15
Strongly Disagree	1%	1
I am unsure or unable to answer the question	12%	20
	Answered	164
	Skipped	18

Communication between the school and parents is effective and timely.

Response	Percentage	Count
Strongly Agree	36%	60
Agree	54%	89
Disagree	6%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	2%	4
	Answered	165
	Skipped	17

The school responds appropriately to parental concerns.

Response	Percentage	Count
Strongly Agree	25%	41
Agree	60%	99
Disagree	4%	6
Strongly Disagree	1%	2
I am unsure or unable to answer the question	10%	16
	Answered	164
	Skipped	18

School reports are regular and informative.

Response	Percentage	Count
Strongly Agree	26%	43
Agree	63%	104
Disagree	6%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	4%	7
	Answered	164
	Skipped	18

Parent-teacher meetings are helpful and held regularly.

Response	Percentage	Count
Strongly Agree	20%	33
Agree	69%	114
Disagree	5%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	10
	Answered	165
	Skipped	17

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	21%	34
Agree	55%	91
Disagree	6%	10
Strongly Disagree	1%	2
I am unsure or unable to answer the question	16%	27
	Answered	164
	Skipped	18

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	17%	28
Agree	54%	89
Disagree	2%	3
Strongly Disagree	0%	0
I am unsure or unable to answer the question	27%	44
	Answered	164
	Skipped	18

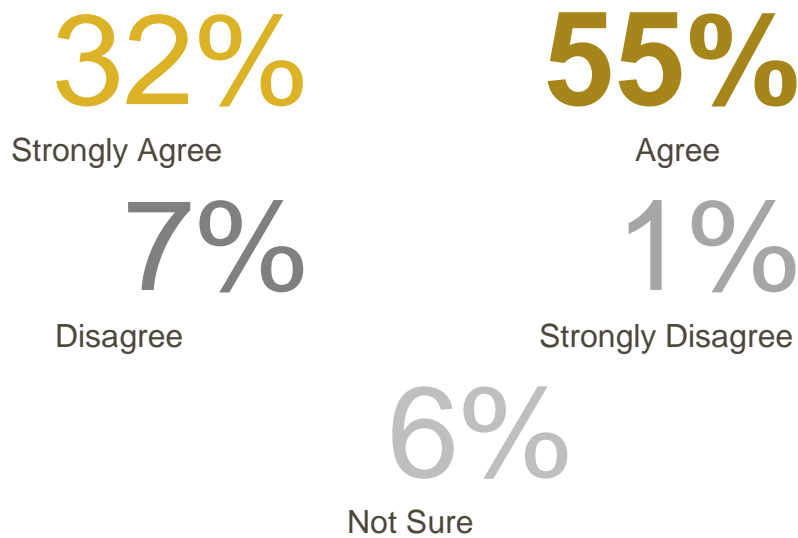
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	27%	45
Agree	56%	92
Disagree	3%	5
Strongly Disagree	0%	0
I am unsure or unable to answer the question	14%	23
	Answered	165
	Skipped	17

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

Response	Percentage	Count
Strongly Agree	31%	51
Agree	58%	95
Disagree	4%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	8%	13
	Answered	165
	Skipped	17

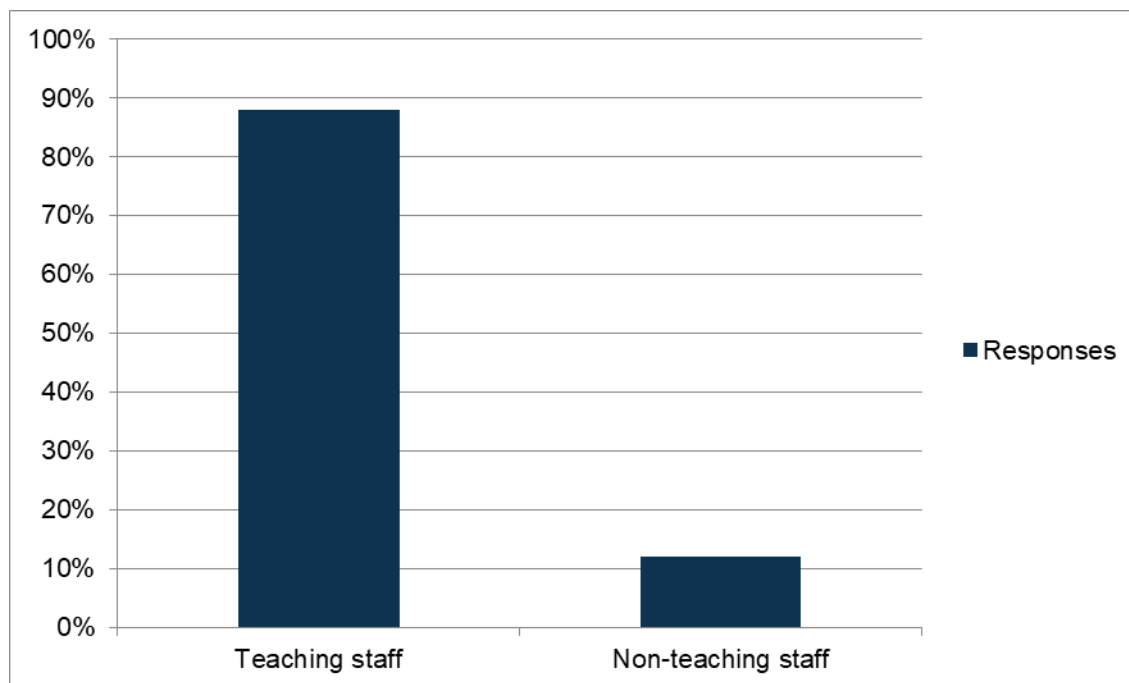
Overall, I am satisfied with the quality of education provided at this school.



Response	Count
Answered	165
Skipped	17

Office of Education Standards | Staff Survey 2020

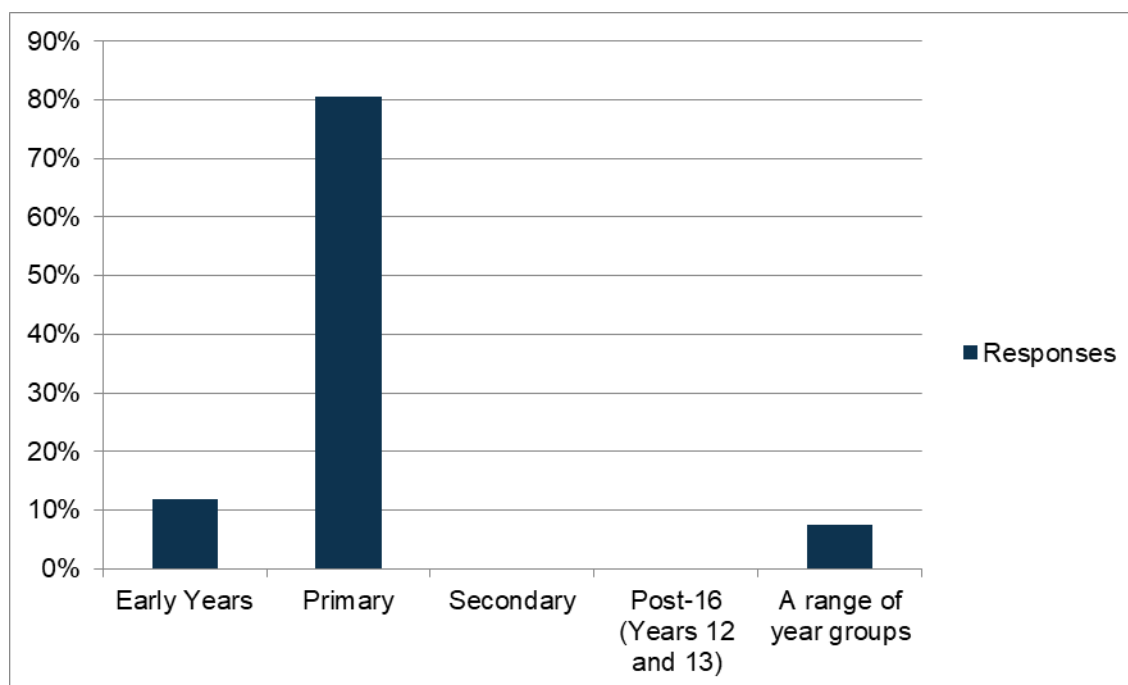
What is your role in the school?



How long have you worked at this school?

Response	Percentage	Count
One year or less	18%	12
More than one year but less than three years	22%	15
Three years or more	60%	40
	Answered	67
	Skipped	0

Which age-group of students are you mostly supporting?



What is your nationality?

48%

Caymanian

52%

Non-Caymanian

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	13%	9
Agree	72%	48
Disagree	9%	6
Strongly Disagree	1%	1
I am unsure or unable to answer the question	4%	3
	Answered	67
	Skipped	0

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

Response	Percentage	Count
Strongly Agree	9%	6
Agree	60%	40
Disagree	19%	13
Strongly Disagree	4%	3
I am unsure or unable to answer the question	7%	5
	Answered	67
	Skipped	0

Most students at this school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	9%	6
Agree	63%	42
Disagree	13%	9
Strongly Disagree	6%	4
I am unsure or unable to answer the question	9%	6
	Answered	67
	Skipped	0

There are good assessment systems in this school.

Response	Percentage	Count
Strongly Agree	14%	9
Agree	58%	38
Disagree	15%	10
Strongly Disagree	2%	1
I am unsure or unable to answer the question	12%	8
	Answered	66
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	18%	12
Agree	59%	39
Disagree	12%	8
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	7
	Answered	66
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	18%	12
Agree	62%	41
Disagree	8%	5
Strongly Disagree	2%	1
I am unsure or unable to answer the question	11%	7
	Answered	66
	Skipped	1

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

Response	Percentage	Count
Strongly Agree	28%	18
Agree	60%	39
Disagree	9%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	3%	2
	Answered	65
	Skipped	2

The school helps students to choose a healthy life style.

Response	Percentage	Count
Strongly Agree	22%	14
Agree	68%	44
Disagree	2%	1
Strongly Disagree	2%	1
I am unsure or unable to answer the question	8%	5
	Answered	65
	Skipped	2

Students are treated fairly at this school.

Response	Percentage	Count
Strongly Agree	26%	17
Agree	60%	39
Disagree	9%	6
Strongly Disagree	0%	0
I am unsure or unable to answer the question	5%	3
	Answered	65
	Skipped	2

The school deals effectively with incidents of bullying.

Response	Percentage	Count
Strongly Agree	23%	15
Agree	58%	38
Disagree	5%	3
Strongly Disagree	3%	2
I am unsure or unable to answer the question	11%	7
	Answered	65
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	12%	8
Agree	55%	36
Disagree	5%	3
Strongly Disagree	6%	4
I am unsure or unable to answer the question	22%	14
	Answered	65
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	25%	16
Agree	55%	36
Disagree	11%	7
Strongly Disagree	2%	1
I am unsure or unable to answer the question	8%	5
	Answered	65
	Skipped	2

The school is well led.

Response	Percentage	Count
Strongly Agree	25%	16
Agree	59%	38
Disagree	8%	5
Strongly Disagree	3%	2
I am unsure or unable to answer the question	5%	3
	Answered	64
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	6%	4
Agree	57%	37
Disagree	18%	12
Strongly Disagree	3%	2
I am unsure or unable to answer the question	15%	10
	Answered	65
	Skipped	2

The school effectively supports my continuing professional development.

Response	Percentage	Count
Strongly Agree	18%	12
Agree	52%	34
Disagree	9%	6
Strongly Disagree	5%	3
I am unsure or unable to answer the question	15%	10
	Answered	65
	Skipped	2

Parent teacher meetings are well attended and helpful.

Response	Percentage	Count
Strongly Agree	6%	4
Agree	41%	26
Disagree	25%	16
Strongly Disagree	6%	4
I am unsure or unable to answer the question	22%	14
	Answered	64
	Skipped	3

Parents are effectively involved in the work of the school.

Response	Percentage	Count
Strongly Agree	6%	4
Agree	46%	30
Disagree	22%	14
Strongly Disagree	8%	5
I am unsure or unable to answer the question	18%	12
	Answered	65
	Skipped	2

The school enjoys good links with the wider community.

Response	Percentage	Count
Strongly Agree	17%	11
Agree	69%	45
Disagree	6%	4
Strongly Disagree	2%	1
I am unsure or unable to answer the question	6%	4
	Answered	65
	Skipped	2

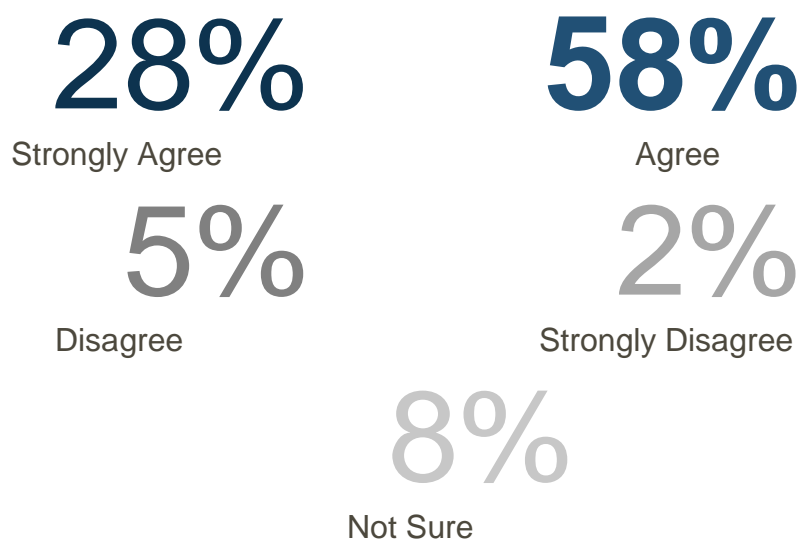
The school has appropriately qualified and suitably skilled teachers and staff.

Response	Percentage	Count
Strongly Agree	37%	24
Agree	55%	36
Disagree	3%	2
Strongly Disagree	5%	3
I am unsure or unable to answer the question	0%	0
	Answered	65
	Skipped	2

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

Response	Percentage	Count
Strongly Agree	34%	22
Agree	58%	38
Disagree	3%	2
Strongly Disagree	2%	1
I am unsure or unable to answer the question	3%	2
	Answered	65
	Skipped	2

Overall, this school provides a good quality of education.

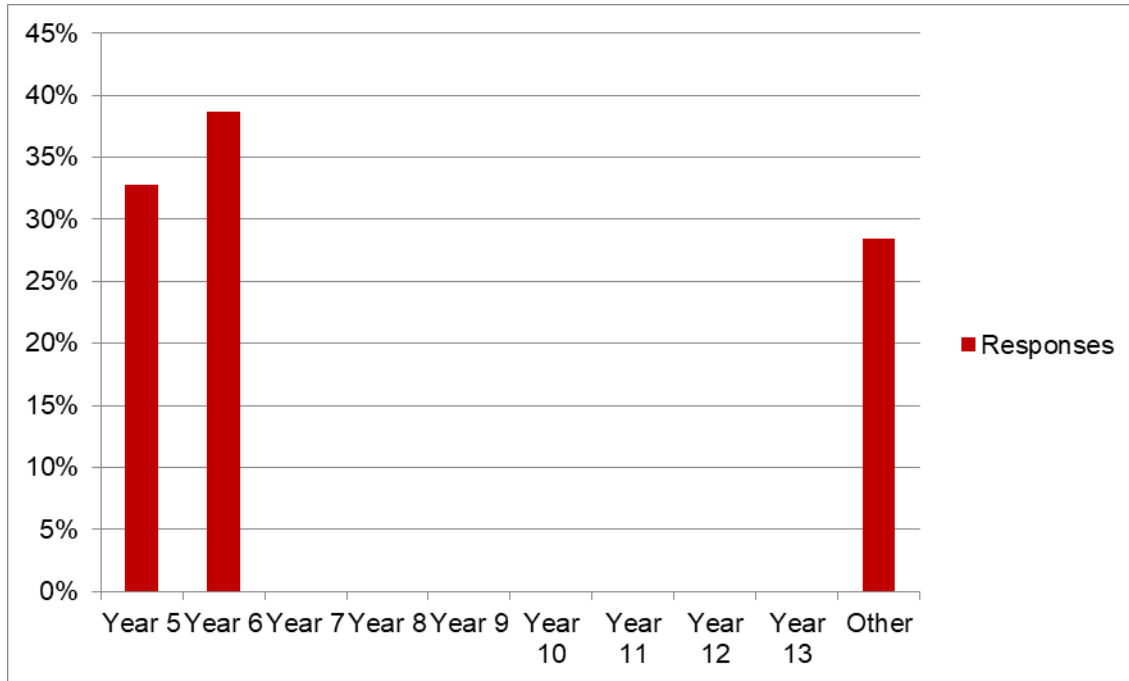


Response	Count
Answered	65
Skipped	2

Appendix 3

Office of Education Standards | Student Survey 2020

Which is your current year group?



What is your nationality?

83%

Caymanian

17%

Non-Caymanian

Please state your gender.

52%

Boys

48%

Girls

I am making good progress in English.

Response	Percentage	Count
Strongly Agree	28%	58
Agree	56%	115
Disagree	5%	10
Strongly Disagree	0%	0
I am unsure or unable to answer the question	11%	22
	Answered	205
	Skipped	5

I am making good progress in mathematics.

Response	Percentage	Count
Strongly Agree	44%	91
Agree	46%	94
Disagree	5%	11
Strongly Disagree	0%	1
I am unsure or unable to answer the question	4%	9
	Answered	206
	Skipped	4

I am making good progress in science.

Response	Percentage	Count
Strongly Agree	31%	64
Agree	53%	110
Disagree	6%	12
Strongly Disagree	1%	3
I am unsure or unable to answer the question	9%	18
	Answered	207
	Skipped	3

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

Response	Percentage	Count
Strongly Agree	41%	84
Agree	46%	95
Disagree	6%	13
Strongly Disagree	0%	0
I am unsure or unable to answer the question	6%	13
	Answered	205
	Skipped	5

The behaviour of most students in the school is good.

Response	Percentage	Count
Strongly Agree	20%	40
Agree	40%	81
Disagree	21%	43
Strongly Disagree	6%	13
I am unsure or unable to answer the question	13%	27
	Answered	204
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	21%	43
Agree	50%	102
Disagree	15%	30
Strongly Disagree	3%	7
I am unsure or unable to answer the question	10%	21
	Answered	203
	Skipped	7

Most students at my school show good environmental understanding.

Response	Percentage	Count
Strongly Agree	20%	42
Agree	42%	87
Disagree	23%	47
Strongly Disagree	3%	6
I am unsure or unable to answer the question	12%	24
	Answered	206
	Skipped	4

Most of my lessons are good.

Response	Percentage	Count
Strongly Agree	50%	102
Agree	41%	83
Disagree	3%	6
Strongly Disagree	2%	4
I am unsure or unable to answer the question	4%	9
	Answered	204
	Skipped	6

I enjoy most lessons.

Response	Percentage	Count
Strongly Agree	47%	96
Agree	44%	91
Disagree	4%	8
Strongly Disagree	1%	2
I am unsure or unable to answer the question	4%	8
	Answered	205
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	52%	106
Agree	41%	85
Disagree	3%	7
Strongly Disagree	2%	4
I am unsure or unable to answer the question	1%	3
	Answered	205
	Skipped	5

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

Response	Percentage	Count
Strongly Agree	31%	64
Agree	50%	103
Disagree	6%	12
Strongly Disagree	3%	7
I am unsure or unable to answer the question	9%	19
	Answered	205
	Skipped	5

My school provides the subjects I wish to study.

Response	Percentage	Count
Strongly Agree	29%	60
Agree	50%	103
Disagree	13%	27
Strongly Disagree	1%	3
I am unsure or unable to answer the question	6%	13
	Answered	206
	Skipped	4

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

Response	Percentage	Count
Strongly Agree	46%	93
Agree	44%	88
Disagree	4%	9
Strongly Disagree	1%	3
I am unsure or unable to answer the question	4%	9
	Answered	202
	Skipped	8

Teachers explain to me how I can do better.

Response	Percentage	Count
Strongly Agree	51%	106
Agree	43%	88
Disagree	3%	7
Strongly Disagree	0%	1
I am unsure or unable to answer the question	2%	4
	Answered	206
	Skipped	4

I feel safe and cared for at my school.

Response	Percentage	Count
Strongly Agree	33%	66
Agree	50%	101
Disagree	11%	22
Strongly Disagree	2%	5
I am unsure or unable to answer the question	4%	9
	Answered	203
	Skipped	7

The school helps students choose a healthy lifestyle.

Response	Percentage	Count
Strongly Agree	38%	76
Agree	44%	88
Disagree	6%	13
Strongly Disagree	2%	4
I am unsure or unable to answer the question	10%	20
	Answered	201
	Skipped	9

I feel safe on school buses.

Response	Percentage	Count
Strongly Agree	22%	44
Agree	28%	57
Disagree	11%	23
Strongly Disagree	9%	18
I am unsure or unable to answer the question	29%	59
	Answered	201
	Skipped	9

I am treated fairly at school.

Response	Percentage	Count
Strongly Agree	32%	65
Agree	39%	79
Disagree	7%	14
Strongly Disagree	13%	27
I am unsure or unable to answer the question	8%	17
	Answered	202
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	43%	87
Agree	36%	73
Disagree	8%	17
Strongly Disagree	1%	3
I am unsure or unable to answer the question	11%	22
	Answered	202
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	50%	102
Agree	40%	81
Disagree	3%	7
Strongly Disagree	1%	2
I am unsure or unable to answer the question	6%	12
	Answered	204
	Skipped	6

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

Response	Percentage	Count
Strongly Agree	38%	77
Agree	44%	90
Disagree	3%	7
Strongly Disagree	4%	8
I am unsure or unable to answer the question	11%	22
	Answered	204
	Skipped	6

The school is well led.

Response	Percentage	Count
Strongly Agree	38%	78
Agree	49%	100
Disagree	4%	8
Strongly Disagree	1%	2
I am unsure or unable to answer the question	7%	15
	Answered	203
	Skipped	7

The school has asked me about how it can improve.

Response	Percentage	Count
Strongly Agree	29%	58
Agree	38%	77
Disagree	17%	35
Strongly Disagree	2%	4
I am unsure or unable to answer the question	14%	29
	Answered	203
	Skipped	7

The school responds appropriately to my concerns.

Response	Percentage	Count
Strongly Agree	27%	55
Agree	51%	103
Disagree	7%	14
Strongly Disagree	2%	5
I am unsure or unable to answer the question	12%	24
	Answered	201
	Skipped	9

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

Response	Percentage	Count
Strongly Agree	33%	67
Agree	48%	96
Disagree	6%	12
Strongly Disagree	2%	4
I am unsure or unable to answer the question	11%	23
	Answered	202
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	32%	64
Agree	52%	106
Disagree	5%	10
Strongly Disagree	3%	6
I am unsure or unable to answer the question	8%	16
	Answered	202
	Skipped	8

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

Response	Percentage	Count
Strongly Agree	40%	80
Agree	43%	85
Disagree	4%	8
Strongly Disagree	4%	7
I am unsure or unable to answer the question	9%	18
	Answered	198
	Skipped	12

I have access to good quality resources for my learning.

Response	Percentage	Count
Strongly Agree	35%	71
Agree	51%	103
Disagree	3%	6
Strongly Disagree	1%	2
I am unsure or unable to answer the question	9%	19
	Answered	201
	Skipped	9

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

37%

Strongly Agree

49%

Agree

7%

Disagree

2%

Strongly Disagree

6%

Not Sure

Response	Count
Answered	200
Skipped	10

Office of Education Standards

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

